



USAID
FROM THE AMERICAN PEOPLE

Vamos Ler!

USAID Vamos Ler! / Let's Read!

FY 20 ANNUAL REPORT
OCTOBER 2019-SEPTEMBER 2020



Contract Number AID-656-TO-000003

October 2020

This report was produced for review by the United States Agency for International Development. It was prepared by Creative Associates International, Inc. This report was made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this report are the sole responsibility of Creative Associates International and do not necessarily reflect the views of USAID or the United States Government.

TABLE OF CONTENTS

ACRONYMS.....	3
SUBMISSION REQUIREMENTS	4
EXECUTIVE SUMMARY	5
SUMÁRIO EXECUTIVO	8
I.PROGRAM OVERVIEW	13
Program Description	13
Progress to Date	14
Year 4 Progress towards the Program Goal	14
Overview of Activities by Intermediate Result (IR)	17
3. MONITORING AND EVALUATION	72
4. STATUS OF CONTRACT DELIVERABLES	74
5. KEY MEETINGS.....	75
6.MANAGEMENT & OPERATIONS	80
Security.....	80
Communications	81
Staff Actions.....	81
International Travel	82
Table 22, FY20 Staff and Consultant Travel.....	82
7.PLANNED ACTIVITIES FOR NEXT QUARTER	83
8.APPENDICES.....	84

ACRONYMS

ABE LEARN	Assistance to Basic Education Learn to Read Now
AIR	American Institutes for Research
AWP	Annual Work Plan
CAI	Creative Associates International
COP	Chief of Party
CSO	Civil Society Organization
DCOP	Deputy Chief of Party
DINEP	National Directorate of Primary Education
DIPLAC	National Directorate of Planning and Cooperation
DNFP	National Directorate of Teachers' Training
DNGQ	National Directorate of Management and Quality
DPEDH	Provincial Directorate of Education and Human Development
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
G1/G2/G3	Grade One / Grade Two / Grade Three
GRM	Government of the Republic of Mozambique
IDIQ	Indefinite Delivery, Indefinite Quantity
IFP	Teacher Training Institutes (<i>Institutos de Formação de Professores</i>)
INDE	National Institute for the Development of Education
IR	Intermediate Result
L1/L2	Language One (local language)/ Language Two (Portuguese)
LEMA	Local Education Monitoring Approach
M&E	Monitoring and Evaluation
MINEDH	Ministry of Education and Human Development
NGO	Non-Governmental Organization
OP	<i>Oficina Pedagógica</i>
OSC	Overseas Strategic Consulting
PIRS	Performance Indicators Reference Sheets
PMEP	Project Monitoring and Evaluation Plan
PMP	Performance Management Plan
SD	School Director
SDEJT	District Education Offices (<i>Serviço de Educação, Juventude e Tecnologia</i>)
STTA	Short-term Technical Assistance
TOT	Training of Trainers
TOR	Terms of Reference
TWG	Technical Working Group
UEM	Universidade Eduardo Mondlane
UP	Pedagogical University (<i>Universidade Pedagógica</i>)
USAID	United States Agency for International Development
WEI	World Education, Inc.
ZIP	School clusters (<i>Zona de influencia pedagógica</i>)

SUBMISSION REQUIREMENTS

A	USAID Award Number	Contract No. AID-OAA-I-14-00052
B	USAID Objective Title	Investing in People (IIP)
C	USAID Project Title	Contract Number AID-656-TO-000003 Under Assistance to Basic Education - All Children Reading (ABE-ACR) IDIQ: SOL-OAA-12-000068
D	USAID Program Area and Program Element	Education (program area 3.2) Basic Education (program element 3.2.1)
E	Descriptive Title	FY20 Annual Report: October 2019-September 2020
F	Author Name(s)	Craig Geddes, Senior Project Director Leesa Kaplan-Nunes, Chief of Party Christine Beasley, Deputy Chief of Party for Technical Management Trymore Mafucha Dhliwayo, Senior M&E Specialist
G	Contractor name	Creative Associates International 5301 Wisconsin Avenue, NW, Suite 700 Washington, DC 20015 Telephone: 202 966 5804 Fax: 202 363 4771 Contact: Craig Geddes, Senior Project Director CraigGe@CreativeDC.com
H	USAID CO, COR	Jean-Jacques Badiane, CO Antonio Francisco Mize, COR
I	Date of Publication	October 2020
J	Language of Document	English, Executive Summary also in Portuguese

EXECUTIVE SUMMARY

Vamos Ler! is a five-year program, funded by the U.S. Agency for International Development (USAID), whose goal is to strengthen the Mozambican government's ability to ensure that students in the target regions of Nampula and Zambézia can achieve grade-level fluency and comprehension in the local language in Grades 1-3. To this end, **Vamos Ler!** provides evidence-based technical and material assistance to improve early grade literacy instruction in Emakhuwa, Elomwe, and Echuwabo, along with new language acquisition and literacy support to prepare children for transition to Portuguese. **Vamos Ler!** supports the Ministry of Education and Human Development (MINEDH) to strengthen classroom and systems support and lay the foundation for sustaining and expanding bilingual early grade reading instruction.

In the first quarter of FY20, USAID/Mozambique issued and approved the fully executed contract modification M04 on October 28, 2019. The development of the FY20 workplan had been on hold pending the approval of the modification and was submitted to USAID on November 25 and approved on January 27. The edited Performance Monitoring and Evaluation Plan was also submitted to USAID on November 25. **Vamos Ler!** completed the printing of nearly seven million books and other materials, including student books, exercise books, scripted lesson plans, posters and supplementary readers. Working closely with MINEDH directorates, the program provided inputs and budget information to ensure the inclusion of **Vamos Ler!** activities in MINEDH's Annual Activity Plan (PdA).

Q2 began with the announcement of Her Excellency Carmelita Nhamashulua as the new Minister of Education in January 2020. **Vamos Ler!** was pleased to be able to collaborate with the Minister and her office on the *Dia de Lingua Materna* national event. The program's midline effectiveness evaluation report was completed and submitted to USAID on March 16. The program distributed more than four million TLMs to schools and successfully carried out training for school directors, coaches and teachers. Two rounds of school supervision visits were conducted and joint *oficinas conjuntas* were held for school management and pedagogy. A highlight of Q2 was the *Vamos a Escola* campaign, which involved community meetings at more than 500 schools with 30,000 participants.

The last half of the year was marked by sudden and unexpected changes. As COVID-19 turned into a global pandemic, MINEDH announced the closure of all schools on March 21 to enforce social distancing and potentially reduce community transmission of the virus. In **Vamos Ler!** schools, teachers distributed supplementary books produced by the program to students who attended school on March 23rd, just as schools were closed. As it became increasingly clear that schools would remain closed for some time, the Ministry developed a COVID-19 response plan, and implementing partners, including **Vamos Ler!**, mobilized to redesign activities where possible to support that plan while remaining within the program's approved scope of work. The two **Vamos Ler!** pivot activities, Radio Learning and Virtual Professional Development for School Directors and Teachers, were the main initiatives implemented through the end of the year.

1) Early Grade Reading Classroom Instruction Improved

The primary focus for IR 1 in Q1 was the printing of close to seven million teaching and learning materials (TLMs), including new Grade 3 materials printed for the first time. In addition to printing the

Vamos Ler! materials, in Q1 the program supported MINEDH by printing nearly 200,000 additional Grade 1 and Grade 2 LI, L2, and mathematics books for Nampula and Zambézia, Cabo Delgado, and Niassa, and supported the illustration and reformatting of the Grade 3 Portuguese math textbook. Detailed plans and curricula for the January training of school directors, coaches, and teachers were also developed in Q1. Several important changes were made to training content in response to EGRA results.

In Q2 the program successfully distributed 3,602,285 million teaching and learning materials, including student books, teacher manuals, scripted lesson plans, posters, and alphabet charts to program schools. The final phase of FY20 TLM distribution had to be put on hold due to the COVID-19 national emergency declaration and subsequent closure of schools in late March. In Q3 a virtual spot-check process was concluded for all **Vamos Ler!** schools to check on the delivery status of TLMs delivered in Q2. All schools surveyed confirmed they had received the right materials in the right quantities.

In January, **Vamos Ler!** successfully carried out training for 4,656 teachers and 3,647 school directors. USAID COR Antonio Francisco Mize visited the training in Nampula and his feedback on trainer skills and confidence, quality of the training organization, and technical contents of the training agenda was very positive. The program carried out two rounds of school supervision visits in February and March, visiting a total of 381 schools. The March supervision was directly followed by a joint *oficina* for school directors and teachers.

The COVID-19 national emergency and the closure of schools made it necessary to cancel the planned May training for school directors and teachers. But **Vamos Ler!** was able to design an innovative new way to conduct continuous professional development for school directors and teachers virtually, via WhatsApp. The activity was designed and developed in Q3. The technical teams first reviewed reports from the January training, the Q2 supervision visits and the March *oficina*, identifying the most critical areas where teachers and school directors needed additional support or reinforcement. They then developed a detailed technical approach and plan which outlined the number and composition of groups, the group code of conduct, the priority technical themes, contents, exercises, and activities, and the activity process flow. The technical teams then worked with the M&E team to develop a monitoring plan and reporting plan. Implementation began in the final weeks of Q3 and continued through the end of the year. Feedback on the WhatsApp Continuous Professional Development activity was extremely positive, with over 90% of participants having a favorable view of the activity and wanting it to continue. The activity also attracted attention from key MINEDH stakeholders, including DIPLAC, DINEP, and DNFP. DNFP requested the detailed technical plan for the activity, which **Vamos Ler!** provided. DNFP plans to encourage other implementing partners to adopt similar approaches.

Final revision of the **Vamos Ler!** core TLMS got underway in Q3 and the process was completed in Q4, with the validation of the student books, student exercise books, and teacher manuals by INDE. INDE communicated in writing to **Vamos Ler!** in mid-August that the program had complied with all recommendations and the books were complete and ready for printing. **Vamos Ler!** handed over electronic files of the finalized TLMs to MINEDH.

2) National Early Grade Reading Policy Framework and Delivery Systems Improved

In Q1 **Vamos Ler!** contracted a Senior Government Relations consultant to support the program in further strengthening the relationship with the Ministry at the senior directorate level. The systems

strengthening team engaged with the DPEDHs in both provinces and with key MINEDH directorates in Q1 and provided inputs and budget information to ensure the inclusion of **Vamos Ler!** activities in MINEDH's Annual Activity Plan (PdA).

In Q2 **Vamos Ler!** participated in the national school opening event in Mocuba, Zambézia, celebrating the start of the 2020 school year. A **Vamos Ler!** teacher whose students had the highest EGRA scores of all students tested was awarded a prize for best teacher in Zambézia. **Vamos Ler!** played a central role in the *Dia de Lingua Materna*¹ national event in February, which was attended by both the newly appointed Minister of Education and the USAID Mission Director. The systems strengthening team organized two provincial level workshops in February to finalize early grade reading standards and teacher core competency standards, with participation of DPEDH staff from every province in the country.

Vamos Ler! was invited to participate in developing and commenting on new education sector guidance tools and documents in Q3, including the education sector operational plan, the revision of the draft zero of the Education Strategic Plan, and the MINEDH COVID-19 response plan. In a significant accomplishment for the program in Q3, the draft Grade 1-3 reading standards and teacher standards were presented by DNGGQ at a session of MINEDH's *Conselho Técnico*. Having worked with the Ministry on the development of the standards for several years, **Vamos Ler!** was pleased to see the positive reception that the document and the approach received as well as the strong sense of ownership and leadership by DNGGQ.

Vamos Ler! undertook several activities to disseminate the results of the program's Midline Effectiveness Evaluation (MEE) results in Q3, including presentation of the results at the virtual CIES conference. The presentation focused on the main factors positively influencing student learning and how the program adjusted the FY20 training and activity plan in light of these factors.

Layout revisions, illustration, and translation of the Grade 3 Portuguese math book was completed by the end of Q4 and the final, approved electronic version of the book was handed over to MINEDH. Jointly with DNFP, **Vamos Ler!** held its first virtual workshop on school management near the end of Q4.

3) Parental and Community Engagement in Early Grade Reading Increased

The priority for Q1 was developing detailed guidance on community engagement meetings, and the expansion of reading clubs, and reading day celebrations to all 1,950 **Vamos Ler!** schools. The guidance formed an important part of the training package for school directors and teachers in the January 2020 training.

In Q2 **Vamos Ler!** designed and carried out a rapid assessment of the potential impact of scaling up the Let's Talk activity, which had been piloted on a small scale in partnership with the NGO Facilidade. The Q2 NGO quarterly meeting took place in January and was an opportunity to celebrate the progress of NGO performance. Community engagement and grants staff conducted field supervision visits to NGO offices and activity sites in January and February. The highlight of Q2 was the *Vamos a Escola* campaign,

¹ Mother Tongue Day

which involved community meetings at more than 500 schools with 30,000 participants. The main objective of the activity, whose theme was “everyone has a role to play in helping children learn,” was to contribute to development of a culture of accountability in schools and communities in which chronic school director and teacher absenteeism is not tolerated.

The grants component of **Vamos Ler!** came to an end in Q3. Although the grantees were challenged by the need to redesign some of their final activities for the state of emergency, they managed to do so with the support of the technical team. The NGO partners submitted their final reports on time and all the reports met the requirements for quality and contents. The partners were presented with certificates of accomplishment and appreciation from **Vamos Ler!** for their significant contributions to the program.

To support parents and children during the school closure period, **Vamos Ler!** designed a new approach to promoting ongoing learning at home via community radio. The activity provides parents with simple and practical ways to support children’s learning, building on the stories in the **Vamos Ler!** supplementary readers and the Let’s Talk approach of facilitating “nutritious conversations” between parents and children to strengthen oral language fluency and vocabulary, foundational for reading. The radio spots began broadcasting three times per week at the end of Q3 and continued through the end of the year.

FY20 marked the final year of **Vamos Ler!**’s community mobilization activities, as USAID made two new awards to local organizations to improve community and parental engagement in bilingual education in the same schools and communities where **Vamos Ler!** has been working. Several meetings took place in Q4 between **Vamos Ler!** and the new implementing partners, and technical materials and lessons learned were shared to ensure a smooth transition for beneficiaries.

SUMÁRIO EXECUTIVO

Vamos Ler! é um programa de cinco anos, financiado pela Agência dos Estados Unidos para o Desenvolvimento Internacional (USAID), com o objectivo de fortalecer a capacidade do governo moçambicano de assegurar que os alunos das províncias visadas de Nampula e Zambézia possam atingir fluência e compreensão, a nível da classe, nas línguas locais, no primeiro ciclo do ensino primário (1^a-3^a classes). Neste âmbito, o **Vamos Ler!** proporciona apoio técnico e material baseado em evidências, para melhorar o ensino da literacia nas classes iniciais em Emakhuwa, Elomwe e Echuwabo, bem como apoio na preparação das crianças para a transição para o Português. O **Vamos Ler!** apoia o Ministério da Educação e Desenvolvimento Humano (MINEDH) no fortalecimento do apoio em sala de aulas e em sistemas e, estabelece as bases para manter e expandir o ensino bilingue da leitura nas classes iniciais.

No primeiro trimestre do AF20, a USAID/Moçambique emitiu e aprovou a emenda do contrato M04 totalmente executada aos 28 de Outubro de 2019. A elaboração do plano de trabalho para o AF20 foi suspensa até à aprovação da emenda que foi submetida à USAID aos 25 de Novembro e aprovado aos 27 de Janeiro. O Plano de Monitoria e Avaliação do Desempenho editado foi também submetido à USAID aos 25 de Novembro. **Vamos Ler!** concluiu a impressão de quase sete milhões de livros e

outros materiais, incluindo livros de estudantes, livros de exercícios, planos de aulas com transcrições, cartazes e leitores suplementares. Trabalhando em estreita colaboração com as direcções do MINEDH, o programa providenciou contributos e informação orçamental para garantir a inclusão das actividades do **Vamos Ler!** no Plano Anual de Actividades (PdA) do MINEDH.

O segundo trimestre começou com a nomeação da Sua Excelência Carmelita Nhamashulua como a nova Ministra da Educação em Janeiro de 2020. **Vamos Ler!** teve o prazer de poder colaborar com a Ministra e com o seu gabinete no evento nacional Dia de Língua Materna. O relatório intercalar de avaliação da eficácia do programa foi concluído e submetido à USAID aos 16 de Março. O programa distribuiu mais de quatro milhões de TLMs às escolas e realizou com sucesso a formação de directores escolares, treinadores e professores. Foram realizadas duas rondas de visitas de supervisão das escolas e oficinas conjuntas para gestão e pedagogia escolar. Um ponto alto do segundo trimestre foi a campanha Vamos a Escola, que envolveu encontros comunitários em mais de 500 escolas com 30.000 participantes.

A última metade do ano foi marcada por mudanças súbitas e inesperadas. À medida que a COVID-19 se transformou numa pandemia global, o MINEDH anunciou o encerramento de todas as escolas no dia 21 de Março para impor o distanciamento social e potencialmente reduzir a transmissão comunitária do vírus. Nas escolas de **Vamos Ler!**, os professores distribuíram livros suplementares produzidos pelo programa aos alunos que se fizeram presentes a escola no dia 23 de Março, logo que as escolas foram encerradas. A medida que se tornou cada vez mais claro que as escolas permaneceriam fechadas durante algum tempo, o Ministério desenvolveu um plano de resposta COVID-19, e os parceiros implementadores, incluindo **Vamos Ler!**, mobilizaram-se para redesenhar actividades sempre que possível para apoiar esse plano, mantendo-se dentro do âmbito de trabalho aprovado do programa. As duas actividades principais de **Vamos Ler!**, Aprendizagem Radiofónica e Desenvolvimento Profissional Virtual para Directores de Escolas e Professores, foram as principais iniciativas implementadas até ao fim do ano.

1) Melhorado o ensino da LITERACIA nas classes Iniciais

O principal foco para IR I no primeiro trimestre foi a impressão de cerca de sete milhões de materiais de ensino e aprendizagem (MEAs), incluindo novos materiais da 4ª classe, impressos pela primeira vez. Além de imprimir os materiais de **Vamos Ler!**, no primeiro trimestre, o programa apoiou o MINEDH ao imprimir quase 200.000 livros adicionais de 1ª e 2ª classes de L1, L2, e livros de matemática para Nampula, Zambézia, Cabo Delgado, e Niassa, e apoiou a ilustração e reformatação do livro de matemática em português da 3ª classe. Foram também elaborados planos e currículos detalhados para a formação de directores de escolas, treinadores e professores em Janeiro, no primeiro trimestre. Foram feitas várias alterações importantes ao conteúdo da formação em resposta aos resultados da EGRA.

No segundo trimestre, o programa distribuiu com sucesso 3,6 milhões de materiais de ensino e aprendizagem, incluindo livros para estudantes, manuais para professores, planos de aula com transcrições, cartazes, e gráficos alfabéticos para os programas escolares. A fase final da distribuição de MEA do AF20 teve de ser suspensa devido à declaração do estado de emergência nacional devido a COVID-19 e ao subsequente encerramento de escolas no final de Março. No terceiro trimestre, foi concluído um processo de verificação virtual por amostragem para todas as escolas de **Vamos Ler!**

para verificar o estado de entrega dos MEAs, entregues no segundo trimestre. Todas as escolas inquiridas confirmaram ter recebido os materiais certos nas quantidades certas.

Em Janeiro, **Vamos Ler!** realizou com sucesso a formação de 4,656 professores e 3,647 directores de escolas. O COR da USAID, António Francisco Mize visitou a formação em Nampula e o seu *feedback* sobre as competências e confiança dos formadores, a qualidade da organização da formação e os conteúdos técnicos da agenda de formação foi muito positivo. O programa realizou duas rondas de visitas de supervisão escolar em Fevereiro e Março, visitando um total de 381 escolas. A supervisão de Março foi directamente seguida por uma oficina conjunta de directores e professores das escolas.

O estado de emergência nacional devido a COVID-19 e o encerramento das escolas fizeram com que fosse necessário cancelar a formação prevista para Maio para directores e professores das escolas. Mas **Vamos Ler!** conseguiu preparar uma nova forma inovadora de realizar o desenvolvimento profissional contínuo para directores e professores de escolas virtualmente, através da WhatsApp. A actividade foi elaborada e desenvolvida no terceiro trimestre. As equipas técnicas reviram primeiro os relatórios da formação de Janeiro, as visitas de supervisão do segundo trimestre e a oficina de Março, identificaram as áreas mais críticas em que os professores e directores escolares necessitavam de apoio ou reforço adicional. Depois elaboraram uma abordagem técnica detalhada e um plano que delineou o número e composição dos grupos, o código de conduta do grupo, os temas técnicos prioritários, conteúdos, exercícios e actividades, e o fluxo do processo de actividade. As equipas técnicas trabalharam então com a equipa de M&A para desenvolver um plano de monitoria e um plano de relatórios. A implementação começou nas últimas semanas do terceiro trimestre e continuou até ao final do ano. O *feedback* sobre a actividade de Desenvolvimento Profissional Contínuo no WhatsApp foi extremamente positivo, com mais de 90% dos participantes a terem uma visão favorável da actividade e a quererem que esta continue. A actividade também atraiu a atenção dos principais intervenientes do MINEDH, incluindo DIPLAC, DINEP, e DNFP. A DNFP solicitou o plano técnico detalhado para a actividade, que **Vamos Ler!** forneceu. A DNFP planeia encorajar outros parceiros de implementação a adoptar abordagens semelhantes.

A revisão final dos principais MEAs de **Vamos Ler!** começou no terceiro trimestre e o processo foi concluído no quarto trimestre, com a validação dos livros dos estudantes, livros de exercícios dos estudantes, e manuais dos professores pelo INDE. INDE comunicou por escrito à **Vamos Ler!** em meados de Agosto que o programa tinha cumprido todas as recomendações e que os livros estavam completos e prontos para impressão. **Vamos Ler!** entregou os ficheiros electrónicos dos MEAs finalizados ao MINEDH.

2) Fortalecidos os sistemas e políticas educacionais no âmbito da LITERACIA nas classes iniciais

No primeiro trimestre **Vamos Ler!** contratou um consultor Sénior de Relações do Governo para apoiar o programa no reforço da relação com o Ministério a nível da direcção sénior. A equipa de reforço dos sistemas empenhou-se com as DPEDH em ambas as províncias e com as principais direcções da MINEDH no primeiro trimestre e providenciou contributos e informações orçamentais para garantir a inclusão das actividades do **Vamos Ler!** no Plano Anual de Actividades (PdA) do MINEDH.

No segundo trimestre, **Vamos Ler!** participou no evento nacional de abertura da escola - em Mocuba, Zambézia, celebrando o início do ano lectivo de 2020. Um professor de **Vamos Ler!** cujos alunos obtiveram as mais altas pontuações no EGRA de todos os alunos testados recebeu um prémio de melhor professor na Zambézia. **Vamos Ler!** desempenhou um papel central no evento nacional do Dia de Língua Materna em Fevereiro, no qual participaram tanto a recém-nomeada Ministra da Educação como o Director da Missão da USAID. A equipa de reforço dos sistemas organizou dois workshops a nível provincial em Fevereiro para finalizar os padrões de leitura das primeiras classes e os padrões de competência central dos professores, com a participação do pessoal da DPEDH de cada província do país.

Vamos Ler! foi convidado a participar no desenvolvimento e comentário de novos instrumentos e documentos de orientação do sector educativo no terceiro trimestre, incluindo o plano operacional do sector educativo, a revisão da versão zero do Plano Estratégico da Educação, e o plano de resposta a COVID-19 do MINEDH. Numa realização significativa para o programa no terceiro trimestre, o projecto de padrões de leitura e normas de professores de 1^a-3^a classes foi apresentado pela DNGGQ numa sessão do Conselho Técnico da MINEDH. Tendo trabalhado com o Ministério na elaboração das normas durante vários anos, **Vamos Ler!** ficou satisfeito por ver a recepção positiva que o documento e a abordagem tiveram, assim como o forte sentido de propriedade e liderança por parte do DNGGQ. **Vamos Ler!** realizou várias actividades para divulgar os resultados da Avaliação Intercalar da Eficácia (AIE) do programa no terceiro trimestre, incluindo a apresentação dos resultados na conferência virtual CIES. A apresentação centrou-se nos principais factores que influenciam positivamente a aprendizagem dos estudantes e na forma como o programa ajustou o plano de formação e de actividades do AF20 à luz destes factores.

As revisões de maquetização, ilustração, e tradução do livro de matemática da 3^a classe foram concluídas até ao fim do quarto trimestre e a versão electrónica final e aprovada do livro foi entregue ao MINEDH. Em conjunto com a DNFP, **Vamos Ler!** realizou o seu primeiro workshop virtual sobre gestão escolar quase no fim do quarto trimestre.

3) Melhorado o envolvimento dos pais e da comunidade na LITERACIA nas classes iniciais

A prioridade para o primeiro trimestre consistiu em elaborar orientações detalhadas sobre encontros comunitários, a expansão de clubes de leitura, e celebrações de dias de leitura em todas as 1.950 escolas de **Vamos Ler!**. A orientação constituiu uma parte importante do pacote de formação para directores e professores das escolas na formação de Janeiro de 2020.

No segundo trimestre, **Vamos Ler!** preparou e realizou uma avaliação rápida do impacto potencial do aumento da actividade *Let's Talk*, que foi realizado em pequena escala em parceria com a ONG Facilidade. A reunião trimestral das ONGs do segundo trimestre foi realizada em Janeiro e constituiu uma oportunidade para celebrar o progresso do desempenho da ONG. O pessoal do envolvimento comunitário e de supervisão das subvenções efectuou visitas de supervisão no terreno aos escritórios e locais de actividade das ONGs, em Janeiro e Fevereiro. O ponto alto do segundo trimestre foi a campanha Vamos a Escola, que envolveu encontros comunitários em mais de 500 escolas com 30.000 participantes. O principal objectivo da actividade, cujo tema era “todos têm um papel a desempenhar para ajudar as crianças a aprender”, era contribuir para o desenvolvimento de uma cultura de

responsabilização nas escolas e comunidades em que o absentismo crónico do director da escola e dos professores não é tolerado.

A componente de subvenções de **Vamos Ler!** terminou no terceiro trimestre. Embora os beneficiários tenham sido desafiados pela necessidade de redesenhar algumas das suas actividades finais devido ao estado de emergência, conseguiram fazê-lo com o apoio da equipa do programa. As ONGs parceiras apresentaram os seus relatórios finais dentro do prazo e todos os relatórios cumpriram os requisitos de qualidade e conteúdo. Os parceiros receberam certificados de realização e agradecimento de **Vamos Ler!** pelas suas contribuições significativas no programa.

Para apoiar os pais e as crianças durante o período de encerramento da escola, **Vamos Ler!** preparou uma nova abordagem para promover a aprendizagem contínua em casa através da rádio comunitária. A actividade proporciona aos pais formas simples e práticas de apoiar a aprendizagem das crianças, com base nas histórias dos livros suplementares do **Vamos Ler!** e na abordagem Let's Talk para facilitar “conversas nutritivas” entre pais e filhos e reforçar a fluência e o vocabulário da linguagem oral, fundamentais para a leitura. Os comerciais radiofónicos começaram a ser transmitidos três vezes por semana no final do terceiro trimestre e continuaram até ao final do ano.

O AF20 marcou o último ano das actividades de mobilização comunitária de **Vamos Ler!**, uma vez que a USAID adjudicou duas novas subvenções a organizações locais para melhorar o envolvimento comunitário e parental na educação bilingue nas mesmas escolas e comunidades onde **Vamos Ler!** tem estado a trabalhar. Foram realizadas várias reuniões no quarto trimestre entre **Vamos Ler!** e os novos parceiros, e foram partilhados materiais técnicos e lições aprendidas para garantir uma transição tranquila aos beneficiários.

I.PROGRAM OVERVIEW

Program Name:	Vamos Ler! (Let's Read!)
Activity Start and End Dates:	August 12, 2016 – July 10, 2021
Name of Prime Implementing Partner:	Creative Associates International
Contract Number:	Contract Number AID-656-TO-000003 Under IDIQ ABE LEARN SOL-OAA-12-000068
Reporting Period:	October 1, 2019-September 30, 2020

Program Description

The Government of Mozambique has committed to improving its early grade literacy outcomes through recent investment in the expansion of its national bilingual education program. With the rollout of bilingual education training and revision of the bilingual education curriculum, the government hopes to reverse the worrisome trends plaguing its school system: Fewer than half of Mozambican children complete primary school, and many who complete cannot read on grade level.

Mozambique's investment in a bilingual education policy highlights its ambition to significantly improve early grade reading (EGR) outcomes. Reform efforts focus on L1 to L2 transition, strengthening EGR policy frameworks, and building the capacity of MINEDH to roll out the bilingual education program across the country. Funded by the United States Agency for International Development (USAID), under the Assistance to Basic Education Learn to Read Now (ABE LEARN) IDIQ, the **Vamos Ler!** program will strengthen the Mozambican government's ability to ensure that students in the two target regions (Nampula and Zambézia) can achieve grade-level fluency and comprehension in the local language in the first cycle of primary education (Grades 1-3).

Vamos Ler! focuses on early grade literacy instruction in three local languages, Emakhuwa, Elomwe, and Echuwabo, and will provide second or new language acquisition and literacy support to prepare children for transition to Portuguese as language of instruction. Through a three-fold results-based approach **Vamos Ler!** supports the Ministry of Education and Human Development (MINEDH) to strengthen classroom and systems support to lay the foundation for sustaining and expanding bilingual early Grade literacy throughout the country:

- IR 1: Early Grade reading (EGR) classroom instruction improved
- IR 2: National EGR policy framework and delivery systems improved
- IR 3: Parental and community engagement in EGR increased

Lead implementing contractor Creative Associates International, and sub-contractors World Education, Inc. (WEI), American Institutes for Research (AIR), Overseas Strategic Consulting (OSC), and blueTreeGroup (bTG) are committed to support the government of Mozambique to realizing these aims over the five-year program, through quality, cost-effective and sustainable, evidence-based technical and material assistance.

Progress to Date

This report of the **Vamos Ler!** program is both a quarterly and an annual report, covering the period between October 1, 2020 and September 30, 2020.

Vamos Ler! **PROGRAM GOAL: Students in the target regions read fluently and with comprehension by the end of second year of school**

Year 4 Progress towards the Program Goal

In FY20 **Vamos Ler!** completed the printing of close to 7 million TLMs, including newly completed Grade 3 materials, and distributed 4,315,252 TLMs under challenging road and weather conditions.

Vamos Ler! successfully carried out training for 4,656 teachers and 3,647 school directors in January 2020, adjusting and improving the curriculum in close collaboration with MINEDH to focus on those elements with the largest potential impact on student reading outcomes, including enhanced in-school coaching for teachers, out of school support for reading, and emphasis on word recognition and decoding, to provide the additional support needed by students to transition from recognizing letters to reading words. The FY20 training curriculum also gave teachers more concrete tools to improve the inclusion and increase the participation of girls in the classroom. **Vamos Ler!** supported the DPEDHs on the selection and competency testing of new Grade 1 bilingual education teachers entering the system and continued to provide support to MINEDH on mathematics, completing the layout revision, illustration, and translation of the Portuguese Grade 3 mathematics student book by the end of the year.

Final revision of the **Vamos Ler!** core TLMS was completed in Q4, with the validation and approval of the Grade 1-2 student books, student exercise books, and teacher manuals. Electronic files of the TLMs were handed over to MINEDH.

Vamos Ler! participated in policy dialogue with MINEDH in FY20, continuing its efforts to promote bilingual education with donors and stakeholders and to support MINEDH through reviewing and giving feedback on the new Education Strategic Plan, Operational Plan and the RAR, and the Ministry's COVID-19 response plan. **Vamos Ler!** staff attended a session of MINEDH's Conselho Tecnico, at which Grade 1-3 reading standards and teacher standards were presented by DNGGQ. **Vamos Ler!** has been working closely with the Ministry on the development of these standards since 2018.

Technical staff conducted two rounds of school supervision to support teachers and in-school coaches, and the program participated prominently in public events including the official opening of the 2020 school year and the celebration of the *Dia da Lingua Materna* with USAID Mission Director Jennifer Adams and Minister of Education Carmelita Namashalua. Although training and supervision planned for Q3 had to be cancelled due to the emergency, **Vamos Ler!** began two innovative new activities to support continuous professional development for school directors and teachers and ongoing learning for children and their parents while schools remain closed.

The grants component of **Vamos Ler!**, through which the program delivered a significant part of its community engagement package, came to a successful conclusion in Q3. Although it was challenging

for the grantees to redesign some of their final activities because of the state of emergency, they managed to do so with the support of the **Vamos Ler!** program team. In Q4 **Vamos Ler!** staff held several meetings with the local organizations chosen to implement the new USAID *Apoiar a Ler* project and shared lessons learned, training plans, and other materials produced by **Vamos Ler!** for community mobilization and engagement to help ensure a smooth transition.

Challenges and Associated Actions in Year 4

- The single biggest challenge of FY20 was the COVID-19 pandemic, the resulting school closure and state of emergency in Mozambique, and the need for **Vamos Ler!** to quickly adjust to the new normal and continue to find ways to implement the FY20 workplan as well as design new pivot activities to support MINEDH's response plan. Adapting to a situation where nearly all meetings with partners are done remotely was particularly challenging for MINEDH, whose staff strongly prefers face-to-face encounters. Nevertheless, the Ministry was able to make the transition successfully for the most part, with some technical support from partners including **Vamos Ler!** There is still room for improvement however on upgrading the quality of internet within the Ministry and especially at the provincial level, to allow meaningful and broad-based participation in virtual meetings and workshops.

As per the guidance received from USAID, **Vamos Ler!** did not deviate from its approved scope of work. The program was still able to support the Ministry's COVID-19 response plan during a time when all schools were closed. **Vamos Ler!** maintained constant dialogue with MINEDH stakeholders and obtained both USAID and MINEDH support for the radio learning and remote professional development COVID-19 pivot activities. The program also supported the Ministry in planning for curriculum adjustments and school reopening.

- The school closures and travel restrictions put into place after the declaration of the state of emergency meant that delivery of some TLMs to the schools was unavoidably delayed. As soon as restrictions are lifted and school directors are in the schools and available to receive the TLMs, delivery will resume. The materials spot check normally done through school visits, was not possible during the state of emergency and so it was completed through phone calls which was time-consuming and perhaps less reliable than in-person checks. However, through persistence and working with the SDEJT Focal Points, the program was able to contact 100% of school directors who verified receipt of the right materials in the right quantities.
- It was challenging for the technical team to quickly adjust the plan for the final TLM revision in light of the COVID-19 emergency and to ensure that all planned participants were on board with the new plan to review and revise the materials without face-to-face workshops. The **Vamos Ler!** team started the internal review process independently and simultaneously continued discussions with MINEDH, which was still adjusting and working out the terms and conditions of its virtual involvement in the process. This meant that any time lost was minimized. Initially when it became clear that materials revision would need to be done mostly virtually, INDE was not particularly interested in participating, although they had a key role to play in the validation and approval of the TLMs. While MINEDH and DPEDH staff understood clearly that participating in the remote materials revision process would not involve any monetary compensation and that travel is not involved, INDE leadership continued to press for honoraria for their staff to participate even though everyone involved would be working mostly remotely

from home. Eventually with the support of the DINEP Deputy Director, INDE, and **Vamos Ler!**, we were able to arrive at a solution and the validation of the TLMs was successfully concluded.

- The process of setting up the WhatsApp professional development groups, verifying thousands of WhatsApp cell phone numbers and procuring and distributing the data bundles, was both more difficult and much more time-consuming than expected. **Vamos Ler!** shared a database with lists of school directors and teachers with each district SDEJT for validation. While this process caused some delays to the kick-off the activity, it was a necessary step to ensure the groups operate well. In the early stages of the activity, some group participants had difficulty accessing the links for the contents and pre-tests from their phones and others did not understand the purpose of the pre and post-test exercise or why both were necessary. In response, the program developed additional guidance on this aspect of the activity and shared it with the groups to improve understanding and participation.

Lessons Learned in Year 4

- The quantity of TLMs that **Vamos Ler!** is designing, printing, and distributing annually is massive. This combined with weak capacity of the local printing and distribution providers made it difficult in the past for **Vamos Ler!** to complete the distribution of materials to nearly 2,000 remote rural schools in an organized and timely manner. To mitigate this challenge for the distribution of TLMs in FY20, the program conducted a lessons-learned workshop to identify bottlenecks in the system. From that exercise **Vamos Ler!** learned that there was a need for one dedicated staff person to coordinate the entire materials printing and distribution supply chain process from beginning to end. As a result, the program hired a short-term Process Manager who was made responsible for overseeing the FY20 TLM printing and distribution.
- Checking, correcting and approving sample TLMs from the printers was also identified as a bottleneck and a cause of delays in printing and subsequently distribution. For the vast majority of materials printed internationally, large files had to be sent electronically, which was time consuming and frustrating given internet connectivity challenges and time differences with the countries where printing was taking place. In FY20, **Vamos Ler!** took a different and more creative approach and sent a technical team member fluent in all three LIs to India to work directly with the printer at their facility. In ten days, he accomplished work that would have taken at least six weeks to complete if the program had continued with its previous approach.
- The WhatsApp activity was new to **Vamos Ler!** and was a continual process of learning and adaptation in FY20. Not all teachers were able to participate in the activity, only those whose phones could support WhatsApp. But beyond that, even some phones that could support WhatsApp had low processing capacity and it was difficult for users to download the technical contents. Once the program team learned of this difficulty, it was possible to change the format and size of some of the documents being shared, to make it easier for all participants to have access to them. Similarly, the program team assumed that teachers would be familiar with the concept of pre and post-tests, from their own experience of assessing student knowledge and performance in the classroom. However, it soon became clear that many WhatsApp group participants had little understanding of the value of “doing the same test twice.” The team had to slow down and prepare some simple explanatory materials to share, to ensure that this was clear. These experiences served as useful reminders to be intentional about checking

assumptions and ground-truthing regularly to ensure that activities are appropriate to the context and meeting beneficiary needs.

Overview of Activities by Intermediate Result (IR)

IR 1: Early Grade Reading Classroom Instruction Improved

IR 1.1: Evidence-based, gender-responsive early Grade reading materials in Mozambican languages produced and used

1.1.1 Print Teaching and Learning materials (TLMs)

Progress Achieved in Year 4

In the first quarter of FY20, **Vamos Ler!** began the printing procurement process and finalized the complex and detailed logistics plan for the materials distribution. As was the case in the previous year, the program divided the printing between local and international printers, as local printing capacity is still not able to handle large orders. Grade 1-3 student books and supplementary readers were chosen to be printed internationally². Thirteen applicants submitted bids for the work and Burda Education GmbH was selected to print and deliver 6,885,562 books to the **Vamos Ler!** warehouses in Nampula and Quelimane.

Teacher manuals, scripted lesson plans, and posters were chosen for local printing and Minerva Print and Academica presented the best value for money proposals. Minerva was selected to print, pack, and deliver 229,468 scripted lesson plans and posters and Academica was selected to print, pack, and deliver 22,255 teacher manuals and alphabet charts³. After a public tender, AS Transportes was awarded the contract to organize and distribute materials to the schools. **Vamos Ler!** received a request from MINEDH to including additional quantities of Grade 1 and 2 materials, including L1, L2, and math student books for Nampula, Zambézia, Cabo Delgado and Niassa⁴ in the printing procurement.

Regular checks were done to monitor the quality of printing both in Mozambique and abroad. For the local printers, the **Vamos Ler!** Process Manager made regular visits to the production sites, and the **Vamos Ler!** technical team checked samples in the Maputo office. For materials printed outside Mozambique, the program sent the Senior Materials Development Coordinator to Uttar Pradesh, India to work directly with Burda on reviewing and correcting the book samples. The revision and approval of 229 titles in both L1 and L2 were completed over a ten-day period. The Coordinator was able to check for grammar, spelling, and linguistic errors in addition to verifying paper weight, color, formatting,

² Decisions about which materials would be printed internationally vs locally were made first based on past experience. Even with shipping times included, international printers have proven to be able to deliver the books to the provincial warehouses before local printers. Secondly, some of the inputs, such as binding for printing certain materials, are not available locally and are slow and expensive to import.

³ Although Minerva had the best proposal in terms of price, the team decided to divide the work and give part of it to Academica as a risk mitigation measure, because Minerva had been unable to meet all of their deadlines in FY19. The program was also aware that these two printers were also printing all materials for the 2019 Mozambican presidential elections, which they would inevitably prioritize over the **Vamos Ler!** order. It was considered less risky to give them the lower priority materials and to divide the work between the two.

⁴ The books are for non-**Vamos Ler!** districts and schools in Nampula and Zambezia, and for Emakhua schools in Cabo Delgado and Niassa.

and finishing. The result was that all the teaching and learning materials printed by Burda were approved for mass printing in record time, and much earlier than in previous years.

During the TLM distribution process in Q3, it was discovered that insufficient quantities of teacher manuals had arrived. **Vamos Ler!** had to order an additional 11,475 LI teachers manuals (2,545 for Zambézia and 8,930 for Nampula). These were printed in Q3 and remain in the provincial warehouses until school directors are available to receive them in the schools.

1.1.2 Develop Grade 3 Student Math Book

Progress Achieved in Year 4

In FY19, MINEDH's Institute of Educational Development (INDE) requested support from **Vamos Ler!** in illustrate, reformat, and translate their Grade 3 math textbook. Support for math was not included in the original **Vamos Ler!** contract but was approved in the FY20 contract modification and budget realignment.

In Q2 INDE expressed the need for some additional formatting work to finish the book and **Vamos Ler!** agreed to support the completion of this work. In Q3 **Vamos Ler!** contracted two individuals to work on the book illustrations, based on a list and description of images needed, provided by INDE. The illustrators completed the work which was approved by INDE. Subsequently, a layout consultant was contracted to complete the reformatting work and ensure that the illustrations matched the text and content of the book. The final step, translation of the book into Emakhua, Elomwe, and Echuwabo, was completed in Q4. **Vamos Ler!** contracted three translators who did the work from home and submitted drafts which were reviewed at a six-day workshop with INDE at the Matola IFP. Corrections were made, and INDE approved the translated books, which can now be included in MINEDH's printing and distribution plans for the 2021 school year.

1.1.3 Distribute Teaching and Learning Materials

Progress Achieved in Year 4

The table below gives a breakdown of quantities for each province for the nearly 7 million TLMs that **Vamos Ler!** planned to distribute in FY20.

Table 1, FY20 TLM Quantities

Contents	Quantity per province	
	Zambézia	Nampula
Grade 1 Student books	540,760	629,480
Grade 1 Small readers	763,620	895,950
Grade 1 Big books	69,058	63,577
Grade 1 Lesson plans	325,720	365,580
Grade 2 Student books	358,240	326,040
Grade 2 Small readers	62,024	64,596
Grade 2 Big books	164,190	217,140
Grade 2 Lesson plans	753,600	794,400

Grade 2 Posters	54,600	55,600
Grade 3 Student books	29,598	29,343
Grade 3 Small readers	27,996	27,582
Grade 3 Big books	67,466	68,715
Grade 3 Lesson plans	13,104	13,218
Grade 3 Posters	36,424	38,135
Grade 3 Teacher manuals	12,199	11,769
Alphabet charts	2,919	2,919
Sub-total	3,281,518	3,604,044
Grand-total I	6,885,562	

MINEDH request for Non Vamos Ler! Schools			
	Zambézia	Nampula	Cabo Delgado + Niassa
Grade 1 and 2 Student books	27,231	27,808	69,186
Grade 1 and 2 Mathematics books	14,304	51,633	
Sub-total	41,535	79,441	69,186
Grand-total II	190,162		

Initially all materials were scheduled to arrive in the **Vamos Ler!** provincial warehouses between December 24 and January 5, followed by distribution to the schools by February 25. However, due to congestion at transit ports, delays caused by construction at the port of Nacala, and unanticipated changes to shipping routes, the materials began to arrive at the warehouses on December 30 and delivery dates for the various lots of materials were much more widely spaced than anticipated. Contents of the lots and actual delivery dates can be found in the table below.

Table 2, FY20 TLM Delivery

Contents	Printer	Delivery to Vamos Ler! Warehouse
Grade 3 teacher manuals	Academica	30/12/19
Grade 3 student books	Burda	8/1/2020
Grade 1&2 scripted lesson plans	Minerva	11/1/2020
Grade 2 posters	Minerva	11/1/2020
Grade 3 scripted lesson plans	Minerva	11/1/2020
Grade 3 posters	Minerva	11/1/2020
Grade 1 student books	Burda	12/1/2020
Grade 2 student books	Burda	28/01/20
Grade 2 supplementary books	Burda	15/03/20
Grade 1 supplementary books	Burda	17/03/20
Grade 3 supplementary books	Burda	17/03/20
Special MINEDH Requests		

Grade 1 and 2 Student books for Cabo Delgado, Niassa non VL schools in Nampula and Zambézia	Burda	29/2/2020
Grade 1 and 2 Mathematics books for Cabo Delgado, Niassa, non VL schools in Nampula and Zambézia	Academica	10/3/2020

While the original plan had been to distribute all TLMs in a single round of trips to the schools, this would have meant delaying distribution for many weeks until the final lots of materials arrived in the warehouses, depriving students and teachers of TLMs that were urgently needed at the start of the 2020 school year. To avoid this, **Vamos Ler!** decided to do a phased distribution, developing a revised plan together with AS Transportes. Materials were ranked in terms of availability and priority, and delivery was planned in three phases.



TLM delivery by boat in Mecuburi, Nampula

Phase I began on January 27 and finished on March 11. In this phase, the program distributed Grade 1 and Grade 3 student books, as well as Grade 2 posters to all **Vamos Ler!** schools. Phase 2 began February 11 and concluded on March 11. In total Vamos Ler distributed **4,125,090** Grade 1, 2 and 3 student books, Grade 1, 2 and 3 lesson plans, grade 2 and 3 posters, grade 3 teachers manuals and alphabet charts in program schools in Nampula and Zambézia (see table 3). **Vamos Ler!** has a 10% buffer stock of materials securely kept at the warehouses to be used to fill any identified gaps. Any remaining books will then be handed over to DPEDH.

On March 2, **Vamos Ler!** received, from the printer, **124,225** L1 and L2 student books for Grades 1 and 2, as well as **65,937** Grade 1 and Grade 2 student math books that MINEDH had requested the program to print for Cabo Delgado, Niassa, and non **Vamos Ler!** schools in Nampula and Zambézia. The materials for Nampula and Zambézia were delivered to DPEDH provincial warehouses, while those for Cabo Delgado and Niassa were delivered to the Diname warehouse in Nacala at MINEDH's request.

Materials delivered by the end of Q2 are shown in the table below. Together, Phase 1 and Phase 2 deliveries were a total of **4,315,252** items which constitute 63% of the planned FY20 materials delivery.

Materials delivered by the end of Q2 are shown in the table below. Together, Phase 1 and Phase 2 deliveries were a total of **4,315,252** items which constitute 63% of the planned FY20 materials delivery.

Materials delivered by the end of Q2 are shown in the table below. Together, Phase 1 and Phase 2 deliveries were a total of **4,315,252** items which constitute 63% of the planned FY20 materials delivery.

Table 3, TLMs sent to the schools by FY20 Q2

Contents	Quantity per province	
	Zambézia	Nampula
Grade 1 Student books	486,684	566,532
Grade 1 Lesson plans	293,148	332,664
Grade 2 Student books	322,416	293,436

Grade 2 Lesson plans	686,580	883,380
Grade 2 Posters	49,140	50,690
Grade 3 Student books	26,638	26,710
Grade 3 Lesson plans	11,794	11,896
Grade 3 Posters	2,782	34,322
Grade 3 Teacher manuals	10,979	
Alphabet charts	2,672	2,627
Sub-total Per Province	1,922,833	2,202,256
Grand-total		4,125,089

TLMs sent to DPEDH warehouses for non-Vamos Ler schools in Zambézia, Nampula, Cabo Delgado and Niassa by FY20 Q2			
Contents	Zambézia	Nampula	Cabo Delgado + Niassa*
Grade 1&2 student books	27,231	27,808	69,186
Grade 1&2 mathematics books	14,304	51,633	
Sub-total Per Province	41,535	79,441	69,186
Total Per Province	1,964,368	2,281,697	69,186
Grand-total			4,315,252

*Student books for Cabo Delgado and Niassa provinces were delivered to Nacala warehouse.

Between March 15 and March 20, 2,491,914 supplementary reading books were delivered to the **Vamos Ler!** warehouses in Nampula and Quelimane. These materials are part of the phase 3 distribution plan. Phase 3 distribution (of all supplementary reading materials including Big Books and Nampula Grade 3 teacher manuals) could not be completed due to school closure starting March 23 and the national state of emergency starting on April 1. All remaining teaching and learning materials are safely stored at the program's provincial warehouses and will be delivered within thirty days of the resumption of program activities.

COVID-19 related school closures continued through the end of FY20 and therefore no additional distribution was possible after Q2. TLMs in the warehouse that remain to be distributed after the state of emergency ends include supplementary reading materials, posters, alphabet charts, and scripted lesson plans. The distribution of these materials will be done in FY21, as soon as school directors are back in the schools to receive them.



Children with their new books in Nampula

The program conducted a virtual spot check to verify delivery of the materials distributed before the onset of the state of emergency. This involved calling all school directors to verify the quantities and titles of books delivered and comparing this information to the Goods Delivered Notes received from the distribution company.

1.1.4 Revision of all TLMs, Validation by MINEDH and Transition to MINEDH Ownership.

Progress Achieved in Year 4

Early in Q2 the technical team developed a plan and timeline for the final revision and validation of the program's Grade 1-3 student books and exercise books, and Grade 1-3 consolidated teacher manual so that these core materials could be approved by MINEDH for general use in the bilingual education program in the country. This was one of the highest priority tasks for **Vamos Ler!** in FY20. The TLM revision process normally takes place through a series of face-to-face workshops in which staff and MINEDH technical and language experts work together to make corrections and revisions. This year, most of the work had to be done without face-to-face meetings because of the COVID-19 state of emergency.

The draft plan was shared with MINEDH at the beginning of Q3. Due to COVID-19 related restrictions on travel and face to face gatherings, TLM revisions were done remotely, under the leadership of DINEP Deputy Director and National Bilingual Education Coordinator Telesfero de Jesus and the **Vamos Ler!** Senior Reading Specialist. The revision process began as an internal process limited to **Vamos Ler!** technical and language experts who completed a first round of revisions and corrections on all of the TLMs. Following that, teams including DINEP, DPEDH (Nampula, Zambézia, Cabo Delgado, and Niassa) and UEM staff, were consolidated during Q3, and these peer review teams began the process of reviewing and validating the work already done by **Vamos Ler!**.

After the conclusion of the peer review, the validation and approval process began. **Vamos Ler!** organized and supported a six-day workshop for a team from INDE, with support from DINEP and UEM, to do the checking and validation of the **Vamos Ler!** TLMs in late July/early August. Layout specialists were on hand at the workshop to make needed changes to the formatting as final revisions and corrections were made. The INDE review focused on several key aspects including:

- Alignment of the TLMs with the approved curricular framework for Grades 1-3

- Correctness and consistency of language usage, spelling and grammar
- Curricular framework
- Completeness and appropriateness of the use of images and key words for the introduction of new letters and vocabulary

On August 20, INDE issued their written validation and approval for the **Vamos Ler!** TLMs. This means that the LI TLMS can now be used throughout Mozambique wherever bilingual education exists, and the Portuguese books can be used nation-wide. On August 14 **Vamos Ler!** delivered an external hard drive with final and editable copies of all TLMs produced by the program, including supplementary reading materials, posters, alphabet charts, and scripted lesson plans.

IR 1.1 Challenges and Associated Actions

- **Vamos Ler!** was receptive to MINEDH's Q1 request to support the Ministry by printing additional books for non-**Vamos Ler!** schools, districts, and provinces. However, getting timely responses and concrete quantities of materials needed from MINEDH was challenging. An initial request for 88,350 books was not adequately broken down by book type, language, or location. This was followed a month later by a revised request, this time with breakdowns but for 195,600 books, more than double the original request. Difficulty in obtaining accurate information from MINEDH threatened to cause significant delays and additional costs for the program. Bringing this issue to a successful conclusion demanded labor-intensive follow-up from program staff. Fortunately, the program was still able to provide this support in the end.
- Although the program had planned to distribute all teaching and learning materials at the same time early in the school year, there were delays in delivery of the materials to the program's provincial warehouses due primarily to congestion at the transit port of Mombasa and rehabilitation work taking place in the port of Nacala. The program dealt with the problem by adopting a phased distribution approach that ensured that all essential materials (student books, teacher manuals, and scripted lesson plans) made it to the schools as quickly as possible.
- It was often challenging for **Vamos Ler!** to obtain timely responses from INDE in order to move forward with Grade 3 math book activity, and as a result it took longer than anyone had planned to finish the activity. **Vamos Ler!** continued to work closely with INDE to finalize development and translation of the book, which was accomplished in Q4. Staff transitions within INDE greatly facilitated improved relations between INDE and **Vamos Ler!**

IR 1.1 Lessons Learned

- Materials development, procurement, and field operations are managed by different **Vamos Ler!** teams and the quantity of TLMs that **Vamos Ler!** is designing, printing, and distributing annually is massive. These realities combined with weak capacity of the local printing and distribution providers made it difficult in the past for **Vamos Ler!** to complete the distribution of materials to nearly 2,000 remote rural schools in an organized and timely manner. To mitigate this challenge for the final distribution of TLMs in FY20, the program conducted a lessons-learned workshop to identify specific bottlenecks in the system, and from that exercise **Vamos Ler!** determined there was a need for one dedicated staff person to coordinate the entire materials printing and distribution supply chain process from beginning to end. As a result, the program

hired a short-term Process Manager who was made responsible for overseeing the FY20 TLM printing and distribution.

- Another key bottleneck identified was checking and approving sample materials from the printers before printing of mass quantities could begin. For the limited quantities printed in Mozambique, this could be done by having the printers bring hard copy samples to the office. But for the majority of materials printed internationally, large files had to be sent electronically, which was time consuming and frustrating given internet connectivity challenges and time differences with the countries where printing was taking place. In FY20, **Vamos Ler!** took a different and more creative approach and sent a technical team member fluent in all three LIs to India to work directly with the printer at their facility. In ten days, he accomplished work that would have taken at least six weeks to complete if the program had continued with its previous approach.

IR 1.2: Teachers' use of evidence-based, gender-responsive instructional practice in early Grade reading increased

1.2.1 Gender-sensitive Pedagogical Capacity Building for Bilingual Education Teachers on EGR and Math

Progress Achieved in Year 4

In October 2019, **Vamos Ler!** began preparations for the January 2020 trainings. Initial steps included determining the priority content to be covered, drafting the training programs and agendas, budgeting and technical coordination and consultation meetings with MINEDH to discuss and agree on the training content and calendar. In November, the program presented the draft training plan to DNFP senior technicians. The teams discussed and agreed on the January training calendar and the priority themes and content for school director, teacher, and coaches training. At the conclusion of the meeting the calendar was finalized. MINEDH recommendations were incorporated and included clarifications on the L2 content of the training for Grade 3 teachers and specification of the content for math for both Grade 1 and Grade 3 teachers.

Once an agreement had been reached with MINEDH on all key points, the program team completed detailed curricula and agendas for school directors, Grade 1 teachers (Cohorts 1 and 2), Grade 3 teachers (Cohort 1), and coaches⁵. **Vamos Ler!** made several changes to the training curricula for FY20. The technical teams decided very early in the planning process on the quantities and types of forms (*fichas*) and other materials that would be needed by the training participants, to allow the provincial teams plenty of time to print the forms and avoid shortfalls.

After internal discussions, the program also decided to do the large trainings twice in FY20, eliminating the August training. The decision was made as the contractually mandated number of training days could still be met with two trainings occurring in the year. **Vamos Ler!** also decided to reduce the number of Saturday *oficinas* from seven to three in FY20 and to combine school management and

⁵ The program decided not to train Grade 2 teachers for a second time, as they had already received the number of training hours as per the Vamos Ler contract, thereby conserving resources for supervision and support visits.

pedagogical *oficinas*, to reduce the burden on participants, who do not receive any financial support for transportation. The program planned to work closely with the SDEJTs and ZIPs to incentivize teachers to participate in the remaining *oficinas*, including providing certificates for participation and successful training completion (for all **Vamos Ler!** training including *oficinas*) at the end of the year. Right sizing the number of training days and Saturday *oficinas* allowed the program to use its resources more effectively and efficiently.

The teams also revised the teacher training content based on information received from the midterm effectiveness evaluation and EGRA as well as feedback from MMEMS studies. Adjustments made to the training content include the following:

- Enhanced focus on in-school coaching for teachers, both from experienced teachers and from school directors;
- More emphasis on word recognition and decoding, acknowledging the additional support needed by students to transition from recognizing letters to reading words;
- Additional focus on the importance of gender-sensitive pedagogy for girls' classroom participation and inclusion that can positively impact school performance; and
- More attention to out-of-school reading support including reading clubs and parental involvement in education.

While the technical discussions and negotiations were ongoing with MINEDH, the **Vamos Ler!** operations and field implementation teams developed detailed logistical plans and timelines for the training, including allocations of tasks and responsibilities both to program staff and SDEJT bilingual education focal points.

In addition to planning for the January training, in Q1 **Vamos Ler!** supported the DPEDHs on the selection and testing of new Grade 1 bilingual education teachers entering the system. The teachers were nominated by school directors and the nominations were approved by SDEJTs. In FY19 **Vamos Ler!** encountered a number of cases of teachers who were not proficient in L1, so the program decided to take a more hands-on approach to supporting teacher selection in FY20. L1 proficiency tests were administered to incoming teachers in October at the ZIP level, to check on whether teachers were able to speak and teach in both L1 and L2. Tests were marked by local literacy trainers from the districts. In total, 3,643 teachers were expected to participate in the testing, but only 2,617 teachers appeared to be tested on the appointed day. Of these, 1,972 teachers, equivalent to 75%, passed the test. This information was shared with the districts to allow internal reallocation of teachers within the same ZIP based on L1. If the ZIP was unable to make the adjustment, the district would attempt to make adjustments based on L1. However, given the general shortage of teachers in the districts where the program is implemented and the nature of the teacher recruitment process (decentralized to the district level, done through an open recruitment process that has never taken the candidate's L1 into account), it was not always possible to ensure that the teacher had the same L1 as the school. In the midline evaluation, we found that for Echuawbo and Emakhuwa schools, over 90% of teachers had the same L1 as the schools, while for Elomwe about 70% of teachers had an L1 match with the school. On this point we note that not having an L1 match with the school does not necessarily mean that the teacher is not qualified to teach a bilingual class in that school. It simply means that they may need additional support to improve their language skills. For that reason, in the January training, additional support was given to teachers who were not native L1 speakers. This approach was the recommended process by DPEDH and SDEJT after various consultations.

The January training just before the start of the school year is the largest and longest of the **Vamos Ler!** major trainings each year. In FY20, **Vamos Ler!** held trainings for teachers and school directors in all 21 program districts over 14 days in January, according to the schedule outlined below.

- **Training of Trainers (ToT):** A three (3) day ToT was held in Nampula City and Quelimane.
- **Teacher Training (Grade 1):** Each Cohort's incoming Grade 1 teachers receive five (5) days of training as the majority are new to the program and to bilingual education.
- **Teacher Training (Grade 3):** With the introduction of Grade 3 for Cohort 1 came new topics including the transition to Portuguese in Grade 4. Though these teachers have received training in the previous two years of the program, the new content necessitated an extra three (3) days of training for Grade 3 teachers.
- **Training for Reading Coaches (Acompanhantes):** Each Cohort had 4 additional days of training for School Directors and assistant directors from each school who serve as coaches

The trainings were designed to be practical and participatory, allowing all participants the opportunity to practice and demonstrate the skills they are learning through individual and group exercises. **Vamos Ler!** used the lessons learned and recommendations from the midline effectiveness evaluation to adjust the training content to put more focus on areas needing improvement, including;

- Transition and skills transfer from L1 to L2 in Grade 3;
- Practical techniques for improving the inclusion and participation of girls in the classroom;
- Strengthening in-school coaching;
- Demonstration and modeling of teaching methods for orality, vocabulary, reading, writing, and math;
- Ensuring that all school directors and teachers received a thorough orientation on setting up reading clubs in their schools; and
- Practical techniques for improving school management and the importance of accountability and consistent attendance for school directors and teachers.

Reading ToT Participation

The table below shows the breakdown of participants in the ToTs for master trainers in each province. Master trainers include experienced teacher trainers from Teacher Training Institutes (IFPs), Pedagogical Universities (UPs), and high performing teachers from **Vamos Ler!** schools. The ToT took place over three days and focused on preparing the master trainers, many of whom have been working with the program since the beginning, on the topics and content of the district trainings the following week.

Table 4, FY20 Teacher Training ToT Participation

Province	Sector	Male	Female	Total
Nampula	Vamos Ler	1	4	5
	DPEDH	3	2	5
	SDEJT	17	6	23
	Teachers	144	57	201
	IFP	10	3	13
	Total	175	72	247

Zambézia	Vamos Ler	3	0	3
	DPEDH	5	4	9
	SDEJT	11	3	14
	Teachers	103	24	127
	IFP	15	2	17
	UP	1	0	1
	Total	138	33	171
Total		313	105	418

District Level Teacher Training

In all 21 districts, the trainers and participants in the ToT led the trainings from January 13-25 for teachers, school directors, pedagogical directors, cycle and ZIP-coordinators, and SDEJT technical officers. Teacher training for Cohort 1 was conducted in two groups. Grade 1 teachers were trained for five days from January 13 to 17 and Grade 3 teachers for two days January 13-14. The table below provides a summary of participation. Compared to previous **Vamos Ler!** trainings, the January FY20 had one of the highest participation rates.

A total of 1,339 Grade 1 teachers (including School Directors and their Deputies who teach) were expected to attend based on the March 3rd school statistics. Of these, 1,287 (equivalent to 96%) participated in the full training. For Grade 3, 1,476 teachers were expected to attend the training based on the March 3rd statistics. Of these, 1,348 (91%) completed the training. The high level of participation can be attributed to the active involvement of SDEJT in communicating to teachers and school directors and following up with participants who were on the list but failed to appear on the first day of training. In some cases, absences were caused by the fact that some teachers cover both Grade 1 and Grade 3 classes. If they were attending the Grade 1 teacher training, they would be marked absent from the Grade 3 training. This problem arises most frequently for 355 small schools that only have a school director and one teacher for Grades 1-5. In this case, the issue was reported to SDEJT to request that efforts be made to allocate additional teachers to the schools.

Table 5, FY20 Cohort 1 Teacher Training

Province	District	Cohort 1 Teacher Training									
		Grade 1 Teachers, Jan 13- 17 2020					Grade 3 Teachers, Jan 13 -14 2020				
		M	F	Total	Plan	%	M	F	Total	Plan	%
Zambézia	Alto Molócuè	75	18	93	98	95%	92	29	121	124	98%
	Gilé	76	33	109	107	102%	84	25	109	115	95%
	Gurúè	77	22	99	98	101%	70	37	107	115	93%
	Lugela	56	25	81	94	86%	57	13	70	90	78%
	Mocuba	86	31	117	90	130%	102	56	158	184	86%
	Mulevala	19	8	27	26	104%	24	5	29	30	97%
	Namacurra	25	21	46	56	82%	46	26	72	79	91%
	Namarroi	68	10	78	81	96%	71	5	76	97	78%
Nampula	Erati	24	2	26	24	108%	31	1	32	28	114%
	Ilha de Moc.	14	14	28	32	88%	19	16	35	37	95%
	Lalaua	11	5	16	17	94%	11	3	14	12	117%
	Malema	32	14	46	44	105%	28	7	35	34	103%
	Mecuburi	30	7	37	40	93%	39	1	40	39	103%
	Memba	36	45	81	89	91%	48	18	66	62	106%

	Mogovolas	28	38	66	68	97%	37	41	78	92	85%
	Moma	56	13	69	77	90%	40	12	52	59	88%
	Monapo	35	11	46	48	96%	39	6	45	49	92%
	Murupula	26	12	38	42	90%	28	13	41	45	91%
	Rapale	15	52	67	81	83%	27	25	52	61	85%
	Ribaue	37	44	81	86	94%	52	35	87	93	94%
	Mossuril	26	10	36	41	88%	25	4	29	31	94%
Nampula		370	267	637	689	92%	424	182	606	642	94%
Zambézia		482	168	650	650	100%	546	196	742	834	89%
Grand Total		852	435	1287	1339	96%	970	378	1348	1476	91%

For both grades, a participation rate above 100% was registered in some districts. This is due to the fact that some schools were allocated more teachers than initially projected, resulting in more participants in the training.

Cohort 2 schools had training for new Grade 1 teachers for five days in all districts on January 20-24. A total of 2,060 Grade 1 teachers (including School Directors and their Deputies who teach) were expected to attend the training. Of these, 2,021 (or 98%) participated in the training.

Table 6, FY20 Cohort 2 Teacher Training

Province	District	Cohort 2 Teacher Training				
		Grade 1 teachers, Jan 20- 24 2020				
		M	F	Total	Plan	%
Zambézia	Alto Molócuè	115	56	171	198	86%
	Gilé	83	28	111	112	99%
	Gurúè	138	45	183	185	99%
	Lugela	60	21	81	109	74%
	Mocuba	133	76	209	215	97%
	Mulevala	61	15	76	74	103%
	Namacurra	35	63	98	94	104%
	Namarroi	31	29	60	83	72%
Nampula	Erati	122	70	192	191	101%
	Ilha de Moc.	11	7	18	20	90%
	Lalaua	48	10	58	65	89%
	Malema	57	22	79	78	101%
	Mecuburi	79	22	101	87	116%
	Memba	48	12	60	66	91%
	Mogovolas	33	15	48	65	74%
	Moma	95	15	110	93	118%
	Monapo	80	19	99	83	119%
	Murupula	25	28	53	55	96%
	Rapale	18	29	47	29	162%
	Ribaue	67	33	100	79	127%
	Mossuril	30	37	67	79	85%
Nampula		713	319	1032	990	104%
Zambézia		656	333	989	1070	92%
Grand Total		1369	652	2021	2060	98%

Overall, attendance was excellent, and the teachers participated very actively during the training sessions/debate and group work. Supervisors (MINEDH, DPEDH, IFP's) and SDEJT technicians shared their experiences and gave input, and the trainers did an excellent job of time management and daily planning of activities. The trainers, many of whom have worked with **Vamos Ler!** for several years, also provided excellent support to each other during the training. With the trainers showing improved skills on teaching and learning methods and routines, there were good discussions and presentation of difficulties and suggestions during the sessions, as well as during the follow-up sessions.

WhatsApp Virtual Teacher Professional Development

Due to the national emergency, the May training was cancelled, and **Vamos Ler!** had to come up with innovative ways to continue with capacity strengthening for teachers without travel or face-to-face trainings. To this end, the program designed and rolled out a virtual professional development program. Building on the findings from the midline effectiveness evaluation, January 2020 training, the supervision visits conducted in February and March 2020, and the March *oficina*, the technical team designed a package of content to address the highest priority professional development needs of teachers.

Vamos Ler! selected WhatsApp as the delivery platform because it has the widest user base among the target population. In total, 44 district level teacher groups were created⁶ - one group per district for Grade 1 and Grade 2 teachers, and one for Grade 3 teachers. The division was done to keep the group sizes manageable, facilitate meaningful interactions, and to allow the Grade 3 teachers to focus on some specific training modules to help students with the transition from L1 to L2. In Mocuba district the teacher groups were further divided because the number of participants exceeded the WhatsApp limit of 250 members per group. Two additional groups were created, one for Elomwe and another for Echuwabo.

Prior to beginning the activity, **Vamos Ler!** held a virtual meeting with the National Director of Teacher Training, Remane Selemene, and the National Director of Primary Education, Gina Guibunda, to formally share the draft technical plan for virtual continuous professional development. The DCOP for Technical Management organized and moderated the meeting on Zoom together with the Senior Technical Specialists for Reading and Systems Strengthening. Through screen sharing, the participants were able to walk through the technical plan step by step, stopping as needed to discuss points or ask and answer questions. The technical plan includes sections on how the WhatsApp professional development groups will be set up, compositions of the groups, the administration and code of conduct of the groups, the major objectives to be achieved, and the activity monitoring plan. Both Directors were fully engaged in the discussion and highly supportive of this innovative activity. They requested that some MINEDH technical staff be included in the groups, both at the district and provincial level.

The technical content for the activity includes reading assignments, audio files, and related exercises shared with the teachers on a biweekly cycle. The content was developed to address some of the most common challenges that teachers faced in classrooms: practice of reading fluency in both L1 and L2, methodologies for transition to L2, teacher awareness of gender issues in the classroom, practical techniques for staying on time and on task, and development of vocabulary and oral fluency in L2. In

⁶ In Nampula there are 13 groups for Grade 1-2 teachers and 13 for Grade 3 teachers. In Zambézia, there are 9 groups for Grade 1-2 teachers and 9 groups for Grade 3 teachers.

addition to **Vamos Ler!** staff, the SDEJT focal points, DPEDH staff, IFP trainers, and MINEDH technical and senior staff, including the DINEP and DNFP directors, are integrated into the groups. The SDEJT focal points and the **Vamos Ler!** District Officers serve as group administrators, helping to moderate the discussions around the topics in the biweekly cycle.

To ensure that participants can access the content, **Vamos Ler!** provided participants with monthly internet data bundles. A total of 2,236 teachers and 1,671 School Directors were registered in the WhatsApp teacher groups. By the end of Q4 a total of seven cycles (14 weeks) were completed.

Table 7, WhatsApp Teacher Professional Development Group Membership

Province	Groups	Teachers		School Directors	Others (VL technical staff, SDEJTS, DPEDH, MINEDH, IFP)
		Total	Females		
Zambézia	Grades 1-2	849	220	729	549
	Grade 3	275	67		325
	Total	1,124	287		874
Nampula	Grades 1-2	758	180	544	193
	Grade 3	354	106		200
	Total	1,112	286		393
Total by Group		2,236		1,671⁷	1,267
Total		5,177			

Table 8, Teacher Performance on WhatsApp Tests

Cycle	Average Performance of Teachers	
	Pre-Test	Post-Test
1 st cycle	54%	63%
2 nd cycle	51%	70%
3 rd cycle	48%	76%
4 th cycle	52%	56%
5 th cycle	57%	63%
6 th cycle	63%	68%
7 th cycle	60%	62%

To enable Vamos Ler! to access the effectiveness of this learning mechanism, each cycle participants completed a pre and post-test, covering the same questions on the technical content for the cycle, and administered before and after the content had been shared. All participants were strongly

encouraged to take both tests, which were not marked individually, but used as an indicator of how participants improved in their grasp of the technical materials over the course of the cycle. This also helped the technical teams to understand when they needed to slow down and repeat some of the modules with which participants were struggling. On average, teachers performed better on the post-test compared to the pre-test. When smaller than average gains were observed, the technical team analyzed the discussions in the groups to understand where participants were having difficulty. At times

⁷ Since school directors participate in multiple teacher groups we only include the overall figure to avoid double counting.

they decided to review the more challenging topics again, to ensure participants' mastery of the contents.

To assess the usefulness of the WhatsApp professional development activity to the beneficiaries, receive feedback on the approach and contents, and learn about participants' future expectations, **Vamos Ler!** conducted a short satisfaction survey in Q4. The survey had a total of 833 respondents, including 532 SDs and 301 teachers.

Table 9, Responses from WhatsApp Participant Satisfaction Survey

Survey Question	% Respondents Agreeing or Strongly Agreeing
The content and exercises shared in the WhatsApp groups are clear and easy to understand	94%
The content and exercises shared in the WhatsApp groups are useful and help me to consolidate my knowledge of what I have learned in training	98%
The contents and exercises sharing in the virtual WhatsApp groups meet my expectations	95%

The responses from the feedback survey showed that most participants are satisfied with the activity and find that it is benefitting them. The survey also had open ended questions where respondents praised the initiative and expressed their wish that the activity continue beyond the state of emergency for which it was originally designed.

In response to the positive participant feedback and high level of participant engagement in the groups, as well as the high level of interest and approval for the activity from MINEDH, including DINEP, DNFP and DIPLAC, **Vamos Ler!** expects to continue virtual professional development for teachers in FY21, as a supplement to other activities planned.

Saturday Reinforcement Workshop (Oficina Conjunta)

Although three *oficinas* were planned for FY20, only one was held, in Q2, on account of the national emergency. This Saturday reinforcement workshop combined pedagogical and management themes. *Oficinas* have been an important part of **Vamos Ler!**'s approach to continuous professional development. Their objective is to further explore material covered during the district trainings and to create a space for teachers and school directors to share their experiences on improving school performance in a smaller group setting.

Oficinas were held on March 21 in all districts except Memba, Erati, Rapale and Mecuburi⁸.

⁸ MINEDH *visitas conjuntas* were taking place in these four districts at the same time as the *Vamos Ler* *oficinas* so DINEP requested that the program not schedule any competing activities.



Deputy National Director of Primary Education Telesfero de Jesus speaks to *oficina* participants in Muralene ZIP, Nampula.

The planned *oficina* agenda focused on the following themes:

- Attendance and punctuality of school directors, teachers, and students;
- Implementation and operation of reading clubs;
- Analysis of the first week of lessons;
- Practicing the lessons for the coming weeks; and
- Discussion on the process of transferring skills from L1 to L2 (for Grade 3 teachers).

However, when the Government of Mozambique announced the closure of all schools, **Vamos Ler!** decided to adjust the agenda accordingly and include a focus on:

- Clarifying misconceptions about the COVID-19 pandemic and the implications of the school closure;
- Discussion of realistic hygiene and virus transmission prevention measures for rural contexts;
- Strategies for teachers to continue to support and facilitate children's learning during the school closure, including distribution of supplementary reading materials for children to read at home;
- Guidance to parents for the school closure period. It was agreed that teachers would ask the school councils to share ideas with parents and families on how to support ongoing learning through using the materials sent home from school as well as storytelling.

Table 10, March 21 Oficina Participation

District	Plan	M	F	Total	%
Erati	365	0	0	0	0%
Ilha de Moc.	150	33	33	66	44%
Lalaua	271	103	18	121	45%

Malema	307	120	33	153	50%
Mecuburi	260	0	0	0	0%
Memba	398	0	0	0	0%
Mogovolas	362	118	56	174	48%
Moma	362	297	45	342	94%
Monapo	299	0	0	0	0%
Mossuril	303	111	47	158	52%
Murupula	167	50	13	63	38%
Rapale	244	0	0	0	0%
Ribaue	379	90	15	105	28%
Total	3867	922	260	1182	31%
Alto Molócuè	745	231	67	298	40%
Gilé	605	148	38	186	31%
Gurúè	774	170	45	215	28%
Lugela	559	35	7	42	8%
Mocuba	485	55	23	78	16%
Mocuba	366	35	38	73	20%
Mulevala	251	96	13	109	43%
Namacurra	469	73	47	120	26%
Namarroi	519	64	26	90	17%
Total Zambézia	4773	907	304	1211	25%
Total	8640	1829	564	2393	28%

Given that the oficina took place immediately following the announcement of school closures, participation was lower than hoped, as many teachers assumed that the oficina was also canceled. The program communicated to SDEJT bilingual education focal points and ZIP Coordinators to inform them that the oficina still should take place, but not all teachers may have received the message. We also note that the program has not received complete participation data for the oficina as it was impossible to get data from the ZIPs due to the COVID-19 emergency and school closure. Only 48% of the lists were received as of this report.

IR 1.2 Challenges and Associated Actions

- Nearly one third of the teachers did not show up for the language proficiency tests conducted in Q1 and 25% of those tested did not pass. It was somewhat challenging to come to a clear agreement with the DPEDHs on next steps for dealing with both situations. Proposed bilingual education teachers who were not tested in the first round needed to be rescheduled for testing, and close follow-up was required from DPEDH and SDEJT to make sure that all proposed teachers were tested. For those teachers who had lower LI skills, plans for remedial support or replacement of those teachers were made (e.g. exchange of teachers within same ZIP or remedial support integrated into the January trainings).
- There remains room for improvement on in-school coaching. From discussions at the oficinas, it was clear that coaching support for teachers, especially those in Grade 2 who did not participate in January training, can be further strengthened. Supervision teams focused on the need supporting and giving feedback to coaches in February and March. WhatsApp groups will also provide support and practice exercises to coaches.

- The ministry's transfer of bilingual education teachers trained by **Vamos Ler!** to monolingual schools without securing proper replacements continues to be a challenge. The program has lobbied SDEJT to adopt a transfer policy that doesn't jeopardize the progress made. This includes replacing a trained teacher with another who has a certain level of capacity (language abilities, exposure to the program, interest to learn) to ensure smoother transitions.
- The process of setting up the WhatsApp groups, verifying members' numbers and procuring and distributing the data bundles was both more difficult and much more time-consuming than expected. To ensure that only eligible teachers were included in the groups and received the data bundles, **Vamos Ler!** shared a database with the list of teachers with each district SDEJT officer for validation. While this process caused some delays to the startup of the activity, it was a necessary step to ensure the groups were able to function well and as intended.

IR 1.2 Lessons Learned

- The WhatsApp activity was new to Vamos Ler! and was a continual process of learning and adaptation in FY20. Not all teachers were able to participate in the activity, only those whose phones could support WhatsApp. But beyond that, even some phones that could support WhatsApp had low processing capacity and it was difficult for users to download the technical contents. Once the program team learned of this difficulty, it was possible to change the format and size of some of the documents being shared, to make it easier for all participants to have access to them. Similarly, the program team assumed that teachers would be familiar with the concept of pre and post-tests, from their own experience of assessing student knowledge and performance in the classroom. However, it soon became clear that many WhatsApp group participants had little understanding of the value of "doing the same test twice." The team had to slow down and prepare some simple explanatory materials to share, to ensure that this was clear. These experiences served as useful reminders to be intentional about checking assumptions and ground-truthing regularly to ensure that activities are appropriate to the context and meeting beneficiary needs.
- Although it was originally envisioned to be a temporary "pivot activity" in response to the constraints imposed by the COVID-19 pandemic, due to the positive response of participants and MINEDH, **Vamos Ler!** is planning to continue the WhatsApp activity as a complement to the face-to-face training and *oficinas* that will resume in FY21. However, the team realized that designing technical contents in a user-friendly way for WhatsApp, doing the pre and post-tests, and providing quality technical support to the groups was much more labor-intensive than they thought it would be. To ensure that the activity is sustainable during FY21 when it will be one among several activities and teachers will be much busier, the team redesigned it at the end of Q4. Next year, the plan is to have simplified technical contents with a will be simplified, and the cycle transitioning from biweekly to monthly.

IR 1.3: School management and governance in support of EGR strengthened

1.3.1 Gender-sensitive Capacity Building for School Directors on School Management

Progress Achieved in Year 4

The **Vamos Ler!** systems strengthening and reading teams collaborated closely in planning for the January training in Q1, beginning in October 2019 with determining the priority content to be covered, drafting the training programs and agendas, drafting the initial training budgets, and holding technical coordination and consultation meetings with MINEDH to discuss and agree on the priority themes and topics. This was vital for the school director training, as **Vamos Ler!** had determined the need to focus more intentionally on teacher absenteeism and school director responsibility for helping to manage this issue, as well as on in-school coaching. With the agreement of MINEDH and USAID, the program moved away from focusing on a new school management manual for bilingual schools and focused more on the core competencies and skills that all school directors must possess to function effectively and manage their schools and staff.

School management training took place from January 9 to 25, 2020. The ToT for master management trainers was held January 9 to 11 at IFP facilities in Nampula and Quelimane. It was led by DPEDH with support from **Vamos Ler!**, IFPs, local universities, and experienced school directors. In total, 217 Master Trainers, or 100% of those invited, took part in the ToT.

Table 11, FY20 School Management ToT

Province	VL			DPEDH/SDEJT			Experienced SD			IFP			Uni Lucungo			TOTAL		
	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF
Zambézia	3	0	3	13	3	16	56	19	75	6	1	7	3	2	5	81	25	106
Nampula	1	3	4	15	4	19	43	16	69	8	2	10	6	3	9	83	28	111
Total	4	3	7	28	7	35	109	35	144	14	3	17	9	5	14	164	53	217

The prioritized topics of the training included the following:

- Results of the midline effectiveness evaluation with a focus on the link between school management, school director and teacher attendance, and student performance;
- Practical approaches and tools to improve school director and teacher attendance;
- Improving the use of available tools to monitor and improve teacher and student attendance and punctuality;
- Community participation and how strong school-community linkages support improved student learning;
- Setting up and monitoring reading clubs;
- Planning reading day celebrations and competitions;
- Lesson planning, supervision, and evaluation cycle (biweekly planning, classroom observation, monthly assessment, monthly pedagogical advice, workshops);
- Simulation of lessons and the coaching process (use of the classroom observation form and simulation of the coaching conversation based on the completed form);
- Facilitating Saturday workshops (*oficinas*).

School management and coaching training was coordinated by the **Vamos Ler!** systems strengthening team between January 13 and 25 in all program districts, with assistance from MINEDH, DPEDH, and technical officers from SDEJT. The training targeted school directors and school-based coaches

(assistant directors and in the case of some larger schools, cycle coordinators) and was divided into two groups.

For Cohort 2, school management training was held from January 13 to 14 and coaching training January from 15 to 18. Cohort 1 school management training was held January 20 to 21 and coaching training January 22 to 25. This training cycle, the program put a great emphasis on coaching. The program's previous approach which emphasized ZIP level coaching visits proved to be unsustainable, as ZIP coordinators would not travel to schools to provide coaching support without travel subsidies and per diem payments. School-based coaching has the potential to be highly sustainable, as the coaches and teachers are already based in the same location and providing support to teachers is a core mandate of the school director job. School management and coaching were done as one integrated program and each classroom had one pedagogical trainer and one school management trainer. During the training, there was time for reflection on the challenges of individual schools. Participants developed action plans to address those issues.

For Cohort 2 schools, a total of 1,867 school directors and their deputies were expected to attend. Of these, 1,903, equivalent to 103%, participated in at least 75% of the scheduled time. The target was based on 2 participants per each school, that is a school director and his deputy. In those cases where the school directors do not speak the local language, an additional teacher who is a native speaker of the language was invited as well, pushing the attendance rate above 100% in some cases.

For Cohort 1, a total of 1,561 school directors and their deputies were expected to attend. Of these, 1,744, equivalent to 112%, participated at least 75% of the scheduled time. The high participation rates are mostly accounted for by school directors from cohort two schools who failed to participate during the first week of trainings but who managed to attend the following week.

Table 12, FY20 School Management Training

Province	District	Cohort 2, School Management & Coaching, Jan 13- 14, 16-18 2020					Cohort 1, School Management & Coaching, Jan 20 - 25 2020				
		M	F	Total	Plan	%	M	F	Total	Plan	%
Zambézia	Alto Molócuè	166	30	196	184	107%	161	23	184	152	121%
	Gilé	104	20	124	113	110%	115	26	141	119	118%
	Gurúè	172	20	192	180	107%	153	21	174	148	118%
	Lugela	134	15	149	143	104%	122	13	135	132	102%
	Mocuba	149	56	205	172	119%	150	43	193	170	114%
	Mulevala	71	8	79	75	105%	46	5	51	49	104%
	Namacurra	79	41	120	104	115%	64	13	77	67	115%
	Namarroi	70	23	93	94	99%	106	6	112	113	99%
Nampula	Erati	75	7	82	81	101%	41	0	41	41	100%
	Ilha de Moc.	2	2	4	4	100%	18	8	26	26	100%
	Lalaua	61	4	65	70	93%	33	3	36	32	113%
	Malema	60	11	71	71	100%	50	5	55	55	100%
	Mecuburi	62	2	64	64	100%	40	5	45	31	145%
	Memba	76	5	81	89	91%	75	4	79	82	96%
	Mogovolas	52	4	56	59	95%	42	9	51	57	89%

	Moma	67	5	72	72	100%	63	5	68	53	128%
	Monapo	55	9	64	68	94%	43	10	53	42	126%
	Murupula	50	9	59	61	97%	27	3	30	28	107%
	Rapale	25	1	26	30	87%	42	14	56	43	130%
	Ribaue	49	2	51	55	93%	63	26	89	66	135%
	Mossuril	44	6	50	58	86%	45	3	48	55	87%
Nampula		678	67	745	782	95%	582	95	677	611	111%
Zambézia		945	213	1158	1065	109%	917	150	1067	950	112%
Grand Total		1623	280	1903	1847	103%	1499	245	1744	1561	112%

Some noteworthy aspects of the training included the presentation and discussion of the **Vamos Ler!** midline effectiveness evaluation results, which showed some specific areas needing attention during the trainings (e.g. parental support for reading at home). Discussions among the school directors allowed them to share their experiences on what has worked to improve teacher attendance and how using existing school management tools to monitor and control absenteeism in schools can help them to better manage their schools. All participating school directors developed individual school management plans focused on:

- Improving time management in schools;
- Identifying ways to improve school-community relations and community engagement in student learning;
- Lay out clear timelines for setting up reading clubs and reading day events; and
- Organizing the March *oficina*.

As the in-person May training workshops for school directors were cancelled due to the COVID-19 pandemic, **Vamos Ler!** designed and began to implement a virtual professional development program for school directors. A WhatsApp group focused on school management was created in each district, including school directors, SDEJT focal points, IFP trainers, and representatives from DPEDH and MINEDH. A total of 1,671 school directors are included in the 21 WhatsApp groups created for this purpose.

On a biweekly basis the **Vamos Ler!** systems strengthening team shared content on the identified high priority school management professional development topics. The priorities include school director and teacher attendance and punctuality, the rights and responsibilities of teachers, time management, participatory management, and conservation and organization of teaching and learning materials in schools. Reading assignments and exercises were shared with the groups on a biweekly cycle. **Vamos Ler!** technical staff and the SDEJT Focal Points moderate the groups and facilitate discussion and debates on the technical contents. The exercises include case studies based on situations often encountered in the schools and allow directors to learn from each other's experiences and brainstorm together to come up with solutions to common challenges.

Pre-tests and post-tests were used to assess learning and to help the **Vamos Ler!** technical team to adjust the content based on which exercises and questions are most challenging for the participants. There was a great variation on performance among the topics. Questions with more than one correct answer tended to be the most challenging for participants, and participants tended to do better on questions and topics that had been more extensively discussed and debated during the cycle, compared

to questions about reading assignments. On the first cycle of pre-tests and post-tests the school directors had a higher participation rate than teachers, with 43% of the school directors registered in the platform taking part in the tests. This trend continued and school directors showed consistently higher participation levels than teachers. Performance on the tests varied significantly depending on the topic and technical content. The generally low performance in the 6th cycle was seen as a result of difficulty for many directors with multiple-choice, multiple-response format of some of the questions included in the cycle. In the 7th cycle, due to some technical issues, specifically for Nampula districts, the overall participation in the post-test was quite low, bringing down the overall performance compared to the pre-test.

Table 13, School Director Performance on Pre and Post-Tests

Cycle	% Average Performance Per Cycle	
	Pre-Test	Post-Test
1 st cycle	54%	63%
2 nd cycle	51%	70%
3 rd cycle	48%	76%
4 th cycle	52%	56%
5 th cycle	57%	63%
6 th cycle	32%	32%
7 th cycle	59%	53%

Recognizing the important role that school management plays in improving student performance, **Vamos Ler!** has devoted significant attention and resources to training school directors over the past several years. By FY20 schools had received school management training from **Vamos Ler!** In its final year of technical activity implementation, the program will focus on improving teacher performance in the classroom, to improve student reading. WhatsApp groups specifically for school directors will close on September 30th and all school directors will be integrated into the teacher WhatsApp professional development groups. Those directors who are also teaching Grade 1-3 classes will be expected to complete the assignments and exercises for teachers, while those who are not teaching will serve as monitors and coaches for teachers.

1.3.2 Support to MINEDH on school management materials and training curriculum

Progress Achieved in Year 4

In Q2 **Vamos Ler!** met with senior management from DNFP, the MINEDH directorate responsible for teacher training and school management, to discuss ideas for how the program could continue to support the Ministry on school management. DNFP submitted proposals for several ideas. Because of the state of emergency and resulting restrictions on travel, some of these could not be considered in Q3. However, DNFP and **Vamos Ler!** agreed that a virtual workshop including the small group of implementing partners working on school management would be both possible and valuable.

Improving school management is a necessary though in itself insufficient precondition for improving student learning outcomes in Mozambique. The **Vamos Ler!** midline evaluation showed that schools

with competent and engaged management tend to have better student reading results. Even so, MINEDH's vision, strategy, and operational plan for improving school management has not always been clear. The Ministry has several implementing partners working on school management training and tools but has not always been able to direct and coordinate these efforts in the most effective and efficient way to maximize results. It was a priority for DNFP to improve this coordination and align the efforts of the partners so that the skills and resources of all partners are contributing toward the realization of DNFP's priority strategic objectives.

The virtual school management workshop took place on September 14 and 18 (two half days) with the objective of harmonizing the interventions of the partners involved in the training of school managers as well as the types of recognition or certification for school management training.

School management implementing partners -- **Vamos Ler!**, UNICEF/GIZ, Save the Children, ADPP, Right to Play, and Associação Progreso -- made presentations on their respective school management interventions, including what has been most successful in contributing to improvements in teaching and learning. There was significant overlap between the training approaches and contents of the partners. All focused on themes like practical leadership and management skills, school performance indicators, controlling absenteeism, and managing TLM inventory. While none of the implementing partners were out of alignment with the MINEDH school management training curriculum priorities, it was recognized that there was a need to coordinate much more closely and have more transparent discussions with MINEDH about the priorities moving forward. This will help to ensure that high priority focus areas for training are not overlooked.

Participants in the workshop raised several challenges that need to be addressed to improve the impact of the work being done on school management training. First, DNFP should be more assertive in guiding the investments of the partners to the areas that will have the most impact in improving the ways that schools are managed. This will require taking a more serious and systematic approach to monitoring and evaluation of programs and projects, so that investment decisions are driven by data. If it is clear what approaches and interventions are contributing to the desired results, then the Ministry is more likely to adopt and sustain those. Partners can play an important role in helping to standardize and document training content, setting quality standards and indicators for school management training.

Secondly, progress on improving school management will be limited unless the issue of high absenteeism of both teachers and school directors can be tackled much more effectively than is currently the case. All of the implementing partners are willing to play a role, but the leadership must come from the Ministry, working closely with the district government authorities that are responsible for enforcing administrative penalties for chronically absent school directors and teachers.

As of the end of Q4, DNFP was still working on their action plan with clear next steps, roles and responsibilities from the virtual school management workshop. Once the DNFP Director has signed off on the plan it will be shared with partners. All materials, lessons learned, and tools developed or used by **Vamos Ler!** for school management training have been shared with other implementing partners and with DNFP.

IR 1.3 Challenges and Associated Actions

Trainings were suspended for one day, on January 15, due to an unexpected holiday associated with the presidential inauguration. The program adapted by starting early and ending late on subsequent training days.

IR 1.3 Lessons Learned

- N/A

IR 1.4: Coaching and supervision of early grade reading instruction improved

1.4.1 Supervision and Monitoring of In-school Coaching for Teachers

Vamos Ler! carried out two rounds of school supervision visits in in FY20, both in Q2, and visiting a total of 381 schools. The first round of visits was conducted February 17-21 covering 100 schools in five districts in each province and fifty schools per province. It was led by provincial technical teams with support from DPEDH and SDEJT technical staff. The March supervision visits, which included Maputo-based senior technical specialists and MINEDH staff in addition to participants from the provinces, covered nine districts (136 schools) in Nampula and eight districts (145 schools) in Zambézia.

The main objectives of the school supervision visits were the same for February and March and included the following:

- Checking on how teachers and school directors were implementing what they learned in the January trainings, and identifying common challenges for newly trained teachers and school directors;
- Checking on and providing support on new school-level initiatives including the startup of reading clubs and preparations for community meetings;
- Providing support to enable teachers to make the best possible use of the teachers' manual, scripted lesson plans, and class routines;
- Assessing a few key areas of classroom practice specifically the inclusion and participation of girl students, use of supplementary reading materials, and, where relevant, teachers' work to help students to move from letter recognition to word decoding; and
- Checking on the attendance and punctuality of school directors, teachers, and students.

In February, the teams found evidence of some good practices in the schools, including evidence that teachers were implementing skills and practices they had learned in the **Vamos Ler!** January trainings. Teacher-student interactions were overall very positive, and many teachers were taking the initiative to produce additional materials from locally available materials to support student learning. In the classrooms, supervision teams confirmed that many teachers were using the **Vamos Ler!** practices and routines during both L1 and L2 classes. There were some areas the teams identified as needing improving, including the need for more careful storage of TLMs at the school level, the need for additional support to help teachers improve their L1 oral reading fluency, and the need to accelerate setting up reading clubs and improve in-school coaching.

By the time of the March supervision visits, there was evidence of additional progress. Almost all schools had initiated reading clubs. There was more evidence of the involvement of school council members in school activities. Whereas in February there was no evidence that in-school coaching was



Teacher in Nampula distributing books for the emergency school closure period.

functioning, by March the situation had improved and 60% of teachers in Nampula and nearly 50% in Zambézia reported having received in-school coaching support in the previous month.

However, despite some encouraging signs, the supervision teams continued to note unacceptably high levels of school director and teacher absenteeism. Many teachers continued not to understand how to make the best use of the **Vamos Ler!** supplementary reading materials. Because providing children with opportunities to practice their

emerging reading skills outside of school is a high priority for the program, the supervision teams made time to support teachers in developing simple plans to allow children to check out the books and take them home, as well as systems to track the whereabouts of the books. This was particularly timely in March, when support was provided to teachers during supervision visits, and almost immediately thereafter the teachers distributed supplementary readers for children to read during the COVID-19 school closure.

No supervision activities took place during Q3 or Q4. School supervision visits will resume in FY21 once schools reopen.

1.4.2 Implementation of Local Education Monitoring Approach (LEMA)

LEMA was planned to begin early in Q3 in all districts, to provide information for each district on specific areas to improve upon regarding school performance. Initial planning, including review of the LEMA instruments with DPEDH, was conducted in Q2. However, given the declaration of the state of emergency, the activity had to be postponed. LEMA will be rescheduled and is planned for twice in FY21.

While the program had to postpone implementation of LEMA, work was done with MINEDH to integrate the LEMA approach into the district supervision platform. Starting in Q1, **Vamos Ler!** staff held several with MINEDH technicians to discuss and implement a plan to add LEMA to the platform by 2020. As of the end of FY20, this process is nearly complete. Additional training, testing and

validation will take place in FY21 to ensure that MINEDH is able to take over this platform and use it independently after **Vamos Ler!** ends.

IR 1.4 Challenges and Associated Actions

- Supervision teams noted that many schools are still not making full use of supplementary reading materials and children are not being encouraged to take the books home to practice reading. Efforts were made to help all teachers to develop simple systems for checking out and tracking the use of the books to ensure that students have ample access to a variety of age-appropriate, engaging reading materials.

IR 1.4 Lessons Learned

- The school supervision visits in February and March had as part of their objective to share findings with district government officials (administrators, permanent secretaries, and heads of administrative posts) but this was not possible at the time due to scheduling challenges. In the future, the program will make a formal request to share the findings of the supervision visits well in advance to ensure that these important meetings take place.

IR 2: National EGR policy framework and delivery systems improved

IR 2.1 National mechanisms for coordinating EGR interventions strengthened

2.1.1 Support to MINEDH on Disseminating Bilingual Education Strategy and Increasing Support for BE

Progress Achieved in Year 4

The **Vamos Ler!** Senior Government Relations Manager began her consultancy with the program toward the end of Q1. Zaida Cabral has more than 30 years of experience working in education in Mozambique and has strong relationships with several of the MINEDH Senior Directors. She began coordinating **Vamos Ler!** efforts to increase understanding of and support for bilingual education among education donors and implementing partners, finalizing and scheduling the presentation of the **Vamos Ler!** implementation strategy at MINEDH, and strengthening the collaboration between the program and MINEDH on national-level policy dialogue. In FY20 she worked closely with both senior management and the systems strengthening team.

Vamos Ler! staff participated in a number of coordination meetings with MINEDH departments and other education implementing partners during Q1, including the primary education interest group, the Expanded Education Coordination Group (GCC Alargado) meeting to discuss MINEDH's draft Annual Activity Plan (PdA), and a meeting to review the results of the independent evaluation of MINEDH's 2012-2019 strategic plan. A number of meetings were held to ensure that **Vamos Ler!** activities were integrated into the new MINEDH PdA, both at the central and provincial levels.

On November 6 a meeting was organized by the Zambézia Technical Working Group (TWG) for Bilingual Education. Topics discussed included an evaluation of the **Vamos Ler!** August 2019 trainings, the FY19 Saturday *oficinas*, the new teacher selection process for 2020, participation of DPEDH and

SDEJT staff in **Vamos Ler!** activities, and integration of **Vamos Ler!** activities into the Ministry's national,



Teacher Zanú Inácio Berão Portugal shows his certificate for outstanding work at the school opening ceremony in Mocuba.

provincial, and district Activity Plans (*Plano de Actividades* or PdA). TWG members agreed that trainers and supervisors should be regularly evaluated by **Vamos Ler!** and SDEJT staff using tools such as the observation forms and that these evaluations should be part of the normal reflection and evaluation meetings that occur immediately after every training. This will help to ensure that trainers receive support to build their capacity in areas where they may be weak, and that those who are consistently failing to perform, even with extra support, can be replaced. The group also discussed the ongoing difficulty with low and irregular SDEJT participation in the Saturday *oficinas*. They agreed to work on awareness-raising with SDEJT focal points on the importance of their presence, and to come up with concrete ideas for support from either **Vamos Ler!** or DPEDH to help SDEJTs

improve on topics such as travel planning and logistics. In Q2 **Vamos Ler!** staff participated in several events to support the Ministry's bilingual education strategy, increase awareness among education donors and implementing partners of the value and benefits of bilingual education, and showcase the accomplishments of the program and the potential of other bilingual early grade reading programs. In January the program presented the midline evaluation EGRA results to the Education Cooperation Partners Group, headed by the World Bank. The meeting participants are very familiar with the challenges facing schools in Mozambique in terms of poor learning outcomes and were keenly interested in the improvements **Vamos Ler!** was able to demonstrate between the baseline and the midline evaluations. Discussions focused on how investments made could be sustained and the possibility of doing comparisons to monolingual schools several years down the road.

On January 31 **Vamos Ler!** participated in the national school year opening event in Mocuba, Zambézia, with USAID and Government of Mozambique representatives. A **Vamos Ler!** teacher, whose students received the best overall reading scores in the program's EGRA assessment, was given an award for his outstanding performance, and the event served as a valuable platform to showcase bilingual education.

On February 11 **Vamos Ler!** presented the midline evaluation results at the MINEDH *Conselho Técnico*. The presentation included an overview of the main findings of the evaluation and the factors influencing student outcomes including out of school support, present and well-prepared teachers, and well-managed schools. One promising possibility discussed, as a means of addressing the challenge of school director absenteeism was changing the criteria for recruitment and promotion of school directors. Not all school directors have the management skills to perform well in their jobs, and school management and student learning outcomes may not be among the factors most critical to their career advancement. Also discussed was the need for local government (district administration) to take a more active role in holding schools in their district accountable to meet minimum performance standards.

A major highlight of the year for showcasing bilingual education was the **Vamos Ler!** co-sponsorship of the *Dia de Lingua Materna* celebrations at a bilingual school in Matutuine district, on February 21. Both the Minister of Education Carmelita Namashalua and USAID Mission Director Jennifer Adams participated. The Minister perused the **Vamos Ler!** TLMs on display at the event and was presented with a package of TLMs and a t-shirt. She expressed her strong support for bilingual education.



USAID Mission Director Jennifer Adams and Minister of Education Carmelita Namashalua examine Vamos Ler! TLMs with children at the *Dia de Lingua Materna* national event.

She also joined **Vamos Ler!** senior staff at the *GCC Alargado*⁹, the Joint Coordination Group meeting on December 29 and supported the technical teams in the arduous process of integrating **Vamos Ler!** activities in MINEDH's annual activity plans (PdAs).

In Q2 Dr. Cabral held three meetings with DINEP, one with DNGGQ, one with DNFP, and three meetings with INDE. She provided support to the program in the negotiations with MINEDH over which Ministry technical staff would be selected to participate in the CIES conference in Miami, where **Vamos Ler!** was to make two presentations. Her support was also vital in the discussions and decision-making on the Mother Tongue Day (*Dia da Lingua Materna*). This was a highly sensitive event given the participation of both the Minister and the USAID Mission Director, as well as other dignitaries.

The directors with whom Dr. Cabral met recognized the important contributions and support that is being provided by **Vamos Ler!** in the expansion and development of the bilingual education program and implementation of the national bilingual education strategy, the training for school directors and teachers, the work on standards, community campaigns to reach families with key messages about

⁹ The Enlarged Joint Coordination Group takes place every December. It is a forum for the Ministry and its partners to agree on the annual plan for the coming year and on funds disbursements from FASE donors, or those who directly support the MINEDH budget.

education, and the creation of the digital platform for the supervision which is considered by DGGQ to be a particularly significant contribution.

Vamos Ler! continued to provide support to MINEDH in Q3 and to ensure that bilingual education was taken into consideration in the Ministry's core documents and strategies. Program staff provided input on MINEDH's 2020-2022 Operational Plan, emphasizing the need to correct misalignment between the plan and the country's existing bilingual education national strategy and to ensure that steps are taken to ensure a smooth transition for children moving from the preschool program to bilingual primary school classrooms.

In preparation for the 2020 education annual education sector revision meeting (RAR), the Primary Education Working Group held a meeting in which **Vamos Ler!** participated. At the meeting, the 2019 Education Sector Performance Report was presented. Although implementing partners including **Vamos Ler!** had provided extensive feedback on the draft report, at the RAR preparation meeting it was clear that many of the comments had not been taken into consideration by the ministry, particularly in the primary education section.

Also, in Q3, education cooperation partners met to review a draft consultant assessment on the current conditions of dialogue between FASE and other education implementing partners and MINEDH. The assessment was done to inform the contents and focus of the next Memorandum of Understanding between the FASE Troika and MINEDH. Findings from the document analysis and partner interviews suggest the need to strengthen relations between FASE and MINEDH as well as between FASE and non-FASE implementing partners. The partners also discussed the MINEDH COVID-19 response plan and Mozambique's application for Global Partnership for Education (GPE) funds for the response.

As part of the program's contribution to the response plan, **Vamos Ler!** technical staff joined MINEDH to review the Grade 1-3 bilingual education curriculum and give input into how the curriculum could be adjusted to ensure coverage of the core, highest priority content despite the shortened 2020 academic year. The team provided detailed feedback for the scenario assuming that school would resume in July. When the state of emergency was extended and schools remained closed through the end of FY20, **Vamos Ler!** continued discussions with MINEDH on curriculum revision and scenario planning.

Additional contributions to bilingual education was provided by **Vamos Ler!** through the program's support for the illustration, formatting, and translation of the Grade 3 mathematics student book from Portuguese into Elomwe, Echuwabo, and Emakhua. The book can now be used in any bilingual education classrooms in Mozambique where those LIs are in use.

2.1.2 Participation in National and/or International Education Symposia

Progress Achieved in Year 4

In Q1 and Q2 the program held discussions with DIPLAC and DINEP on the selection of two MINEDH staff to participate in the Comparative and International Education Society (CIES) 2020 Annual Conference in Miami. Representatives from MINEDH, together with staff from **Vamos Ler!**, had

intended to travel to Miami, Florida in March 2020 to attend and present at the conference. Unfortunately, due to the rapid spread of the COVID-19 pandemic and resulting travel restrictions, all CIES travel was cancelled and the conference was changed to a virtual setting and the programmed sessions were scheduled throughout March and April 2020.

Vamos Ler! had organized a panel entitled “Bilingual Primary education – EGRA results guide policy and next steps,” with participation from two other early grade reading projects in Ethiopia and Nepal. Vamos Ler! presented the Mid-term Effectiveness Evaluation (MEE) results in the session which had over 30 participants.

Vamos Ler! technical staff participated in many coordination meetings with key Ministry stakeholders throughout the year, including:

- Three separate meetings with DNFP, INDE, and DIPLAC staff in January to discuss the 2020 PdA and ensure the appropriate inclusion of **Vamos Ler!** activities;
- Five meetings with DNFP to discuss options for awarding certificates to school directors and teachers and agree on the format and design for the certificates and the criteria and process for distribution;
- Meetings with DNGGQ staff in January and February to plan the standards workshop and in February and early March to finalize the workshop report and standards document;
- A meeting with INDE and DNFP in March to agree on a way forward to finish the formatting and translation of the Grade 3 math book;
- A meeting with DNGGQ on March 9 to agree on incorporating feedback on the standards document from the Department of Special Education and Department of Primary Education; and
- A series of meetings from March 9-31 with DNFP to discuss and work on budgets and ToRs for activities DNFP is asking **Vamos Ler!** to support.

On May 21 **Vamos Ler!** participated in MINEDH’s annual education sector revision meeting, known by its acronym in Portuguese, RAR. The meeting is a platform for dialogue between MINEDH and its key implementing partners. This year the agenda was mainly focused on:

- Final evaluation of the performance of the sector and priorities for the next ten years, as outlined in the new education strategic plan;
- Update from DIPLAC on the status of new education sector core strategy and policy documents;
- Updates from implementing partners on the status of their emergency response interventions, including last year’s two cyclones and the COVID-19 emergency.

RAR participants also reviewed the 2019 education sector performance evaluation document, which showed that 57% of the goals of the MINEDH operational plan were achieved during the year. Participants noted that some important indicators were not captured during the performance evaluation, even though the final rating for the indicator was satisfactory. For example, the presence of directors in schools was not measured at all during the evaluation, nevertheless, the report claimed

that the presence of both teachers and school directors was satisfactory, while most implementing partners viewed it as less than satisfactory.

Vamos Ler! and other education partners participated in the preparation of the Mozambique GPE submission package in Q3. The World Bank completed its preparation and GPE funds were approved.

In the last half of the year, all major national level meetings and symposia were organized as virtual meetings. **Vamos Ler!** participated in many of these, including numerous meetings on MINEDH's COVID-19 response, distance learning, and scenario planning for school reopening.

2.1.3 Facilitation of Lessons Learned and Sustainability Event

Progress Achieved in Year 4

This activity was originally planned for Year 4 but the timeline had to be adjusted due to the COVID-19 emergency. **Vamos Ler!** held some preliminary discussions with MINEDH about the structure of the event, and agreed on the major themes to be covered, including teaching and learning materials, training and coaching, monitoring and evaluation, and community engagement. However as the year continued, both MINEDH staff and the **Vamos Ler!** team became increasingly focused on managing the challenges of COVID-19, the resulting closure of schools, and the need to adapt to the new situation while continuing to try to meet the needs of students and come up with viable alternative ways to support learning. For **Vamos Ler!** the priority was designing and implementing the COVID-19 pivot activities, supporting the MINEDH COVID-19 response plan and considering options for how to resume face to face training and the possibilities of a no cost extension to allow more time to improve student reading.

More detailed discussions and planning will take place in FY21. Lessons learned events are planned for the provincial and national levels in Year 5, and the program will prepare and submit a sustainability plan to USAID.

IR 2.1 Challenges and Associated Actions

- **Vamos Ler!** provided comments and input on several occasions into the new MINEDH Education Strategic Plan (Plano Estratégico de Educação, PEE) in Q2. MINEDH based the document primarily on 2018 data which was outdated and misleading by the time the document was finally being completed in 2020. **Vamos Ler!** and other implementing partners brought the fact of the outdated data to the attention of MINEDH several times, but in the end the Ministry chose not to make changes that would involve redoing a large part of the document. **Vamos Ler!** continued to advocate that, at a minimum, the PEE have an insert or addenda noting that 2018 data, much of which was out of date by 2020, was used to develop the document.
- Two **Vamos Ler!** presentations were scheduled to be held at the 2020 CIES conference in Miami. While the in-person conference was cancelled because of the COVID-19 pandemic and resulting travel restrictions, **Vamos Ler!** was able to participate in the meetings and sessions online and hopes to present at the conference, in person and/or virtually, next year.

IR 2.1 Lessons Learned

- USAID recommended that **Vamos Ler!** hold quarterly meetings with DIPLAC Director Antuia Soverano to review program progress and plans on a regular basis. Although one such meeting did take place in FY19, subsequently it was a struggle to have them consistently due to the Director's busy and somewhat unpredictable schedule as well as her preference to spend time on FASE donors. Dr. Cabral was tasked with leading the discussions with the Director, better understanding her position toward **Vamos Ler!** and what kind of information would be most helpful to her and getting the meetings on her calendar. When after numerous attempts, Dr. Cabral was unable to meet with the DIPLAC Director, **Vamos Ler!** decided to take a different approach and meet instead with the DINEP Director Gina Guibunda who was very open to having meetings with the program to which other directors and senior technical staff would be invited.

Although the program continued to follow up with Soverano until her departure from DIPLAC in Q4, the major lesson learned was the necessity to think creatively and pursue several alternatives simultaneously. Soverano was plainly uninterested in meeting, so pursuing her was unlikely to be a fruitful course of action, regardless of who was leading the effort on the Vamos Ler! side. But **Vamos Ler!** managed to build a strong connection with the DINEP Director who was more open. When a new DIPLAC Director was appointed in September, the program was able to meet with him very quickly and without difficulty.

IR 2.2: EGR standards, benchmarks, and curricula for Mozambican languages developed

2.2.1 Completion of Student and Teacher EGR Standards and Student Fluency Benchmarks

Progress Achieved in Year 4

Vamos Ler! has been working on Grade 1-3 reading and teacher core competency standards with MINEDH since 2018. Following two successful standards development workshops in 2019 with MINEDH and program partner AIR, in Q1 MINEDH requested that **Vamos Ler!** support two, three-day workshops in Nampula (for participants from northern Mozambique) and Zambézia (for participants from southern Mozambique) to socialize the draft reading and teacher standards and to ensure that the final standards document produced was well-understood by all and representative of the entire country. Those workshops took place February 17-19 with participants including the DNGGQ Deputy Director and technical officers from DNGGQ, INDE, and the heads of pedagogical departments from every province in the country¹⁰. The workshops covered a different set of objectives on each day.

On the first day, **Vamos Ler!** and DNGGQ staff gave an overview of the work on standards to the participants, including the need for clear and transparent standards and quality indicators, the process of developing the standards, and the linkage between early grade reading standards and teaching standards. While the former specifies what should be expected of children in Grade 1-3 bilingual

¹⁰ Note that this activity is separate from establishing student oral reading fluency benchmarks. These will be established at a later date through the collection of EGRA data with a sample of fluent readers.

classrooms, the teacher standards clarify what core competencies their teachers will need to be successful in delivering that content. Workshop participants were divided into groups to review the standards document and ask questions during the plenary session. Suggested revisions were also discussed and incorporated into the document where appropriate.

On the second day of the workshop, participants traveled to nearby districts to test the draft standards in three schools per district, to check the alignment between the proposed student reading standards and the actual situation in a sample of schools. After short introductory meetings with teachers and school directors, the team observed the administration of tests of the reading standards by evaluating the performance of Grade 2 and 3 students in Grade 1 and 2 skills. Twenty (20) students were assessed per school for a total of 120 students.

During the testing of the instrument, the teams observed that:

- All children tested were able to manage printed materials. They could handle the student book, identify the pages, and point out the front and back cover;
- Children showed adequate oral skills and were able to answer questions related to the description of objects around them;
- Students showed adequate phonological awareness and were able to use phonic knowledge to attempt writing new words;
- Most children assessed had some difficulty decoding words and syllables in a text;
- None of the children assessed was able to read the selected texts fluently.

The field assessments led to some modifications in the standards, as some skills initially planned to be assessed in the first trimester were moved to the second trimester to align more closely with the reality in the schools. Overall, analysis of the data gathered through the field tests showed that the proposed standards are aligned with the national basic education curriculum, and that assessing against the standards can give teachers and schools a simplified way to assess both student progress and teacher performance.

On the last day of the workshop, the teams integrated their additional observations into the master standards document in each province and laid out the next steps in the process. After the conclusion of the workshop, the provincial reports were finalized and the **Vamos Ler!** systems strengthening team spent several days working with DNGGQ staff in Maputo to integrate the provincial reports into one document. DNGGQ took on the leadership role and shared the document with various other MINEDH directorates to obtain final comments and buy-in.

The presentation of the reading and teacher core competency standards was on the agenda of the May 12th MINEDH *Conselho Técnico* meeting. DNGGQ took the lead in making the presentation to the assembled group of senior Ministry leaders and **Vamos Ler!** staff were there to respond to questions as needed. DNGGQ gave an overview of the work, including the need for clear and transparent standards and quality indicators, the process of developing the standards, and the linkage between early grade reading standards and teaching standards. While the former specifies what should be expected of children in Grade 1-3 bilingual classrooms, the teacher standards clarify what core competencies their teachers will need to be successful in delivering that content. Literacy standards are an instrument for assessing student learning in reading, speaking, comprehension, use of material, etc. They have a focus on the classroom and the teacher-student relationship in the sense of the skills that teachers

must have in order to ensure that students learn the right content at the right time and pace. They can also contribute to mitigating disparities between regions, provinces, schools, and within the classroom.

The reaction from the *Conselho Técnico* was very positive. The questions raised concerned mostly practical issues around the printing and dissemination of the standards, the indicator guide and tools for measurement, and training of teachers on the use of the standards to track student progress in the classrooms. Other participants mentioned the need to avoid overloading teachers with too many instruments that they may not be able to use. DNGGQ was advised to work with INDE and DINEP to see how the standards can be integrated into existing tools and guides, including possibly the primary education curriculum plan. In FY21 the standards will be piloted in a limited area over a three-month period. **Vamos Ler!** will support the pilot, which will be the final steps before MINEDH takes over to roll out the standards nationally.

In Q2 discussions were held with MINEDH (DNGGQ and DNEP) on the establishment of oral reading fluency benchmarks for the three Mozambican languages in which **Vamos Ler!** is working. The first follow-up steps were planned for early April, but given the developments surrounding COVID-19, these had to be postponed. On May 29th a virtual meeting was held with the participation of the DNGGQ national director, deputy director, two ministry technical officers, and representatives from **Vamos Ler!** to discuss the previously shared plan for this activity and how to prepare for moving forward considering the suspension of classes.

Because the benchmarking process requires collection of additional fluency data from students, this activity can only take place after classes have restarted. In the meantime, the team from DNGGQ expressed interest in establishing the benchmarks and agreed with the outline for the process as presented during the meeting. DNGGQ promised to share the activity plan with DNEP and INDE to create a working group for the activity once the timeline and plan for reopening schools clear.

IR 2.2 Challenges and Associated Actions

- The similar data structure of the 2016 and 2019 EGRA data presents several challenges for developing fluency benchmarks. In order to conduct a benchmarking workshop, one needs a greater variability in the distribution of reading scores. As in 2016, in 2019 there were relatively few scorers at the higher end of the scoring distribution in the key skills of oral reading fluency and reading comprehension. Benchmarking does not require a nationally or regionally representative sample, but it does require that the data sets analyzed have high scorers as well as low scorers. Additional data collection will be integrated into the FY21 Q3 LEMA activity and will allow establishment of the benchmarks.

IR 2.2 Lessons Learned

- MINEDH delays in selecting and authorizing staff to participate in the provincial standards workshops led to wrong participant bank information and incorrectly spelled participant names being shared with **Vamos Ler!**. As a result, one participant was unable to board his flight because the name on the ticket did not match his identification, and several participants per diem payments were delayed. At the post-activity internal briefing, **Vamos Ler!** decided to implement some new processes and deadlines to improve the likelihood of receiving all information needed from MINEDH in a timely manner. Now the program requires that MINEDH submit copies of identification documents (BI), and copies of checks with bank account information visible before

any payment transfers are made. The program also increased efforts to communicate clearly with MINEDH about the advance time needed to process payments. This has greatly facilitated timely payments and increased participant satisfaction.

IR 2.3: Research-based policies in support of EGR instruction implemented

2.3.1 Action research on gender and education to support improved policy-making

Progress Achieved in Year 4

Results from the **Vamos Ler!** midterm evaluation showed that overall girls reading achievements lag behind boys, but that girls with female teachers have higher reading scores. In Mozambique generally, educational access and achievement are lower for girls, leading to higher levels of illiteracy and loss of economic opportunity. Girls face multiple challenges including harmful cultural norms and practices, high rates of early marriage and pregnancy, high rates of sexual abuse in schools and a lack of successful, educated female role models, including a serious shortage of female teachers in rural areas.

Vamos Ler! had originally planned to undertake an action research study in the latter half of FY20 to examine the impact of gender-sensitive pedagogy on reading outcomes and school retention in a sample of program schools. On account of the school closure and the ban on travel, this research was not carried out.

IR 2.4: EGR systems strengthened

2.4.1 Effectiveness Evaluation

Progress Achieved in Year 4

After two years of implementation in program schools, **Vamos Ler!** conducted a midline evaluation to assess the student learning progress made to date and to identify factors influencing student learning outcomes so that programmatic adjustments could be made. The evaluation covered all 21 program districts and a total of 536 schools. The evaluation assessed the early grade reading skills of 10,801 Grade 2 students, the oral reading fluency and classroom practices of 478 Grade 2 teachers, and school management practices in all schools. It included qualitative follow-up visits, based on preliminary findings, in 15 high-performing and 14 low-performing schools. These visits were conducted to validate the initial findings observed and allowed documentation of additional factors that may influence student learning outcomes but that may not have captured by the quantitative part of the evaluation.

In Q1, **Vamos Ler!** organized presentations of the preliminary effectiveness evaluation and EGRA results for both USAID and MINEDH. The USAID presentation included Mission Director Jennifer Adams, Deputy Mission Director Martin McLaughlin, Acting Education Team Lead Arturo Acosta, **Vamos Ler!** COR Antonio Francisco Mize, and M&E Specialist Rosa Vique in addition to the **Vamos Ler!** senior management and M&E teams. The presentation was well-received, and the Mission Director congratulated the program on work well done, remarking that while everyone would have liked to see bigger gains in the numbers of students reading fluently, it was important to remember that the students tested had had at most 1.5 years of access to **Vamos Ler!** TLMS and teachers trained by **Vamos Ler!**

From the USAID perspective, she said, **Vamos Ler!** in less than five years was able to design, produce and distribute high quality LI TLMs and train teachers to use them and this was a significant accomplishment. She also acknowledged the importance of an open dialogue with MINEDH on the teacher absenteeism issue.

After the USAID presentation, **Vamos Ler!** incorporated feedback and suggestions from the Mission and made some revisions prior to presenting the preliminary results to MINEDH. The Ministry presentation took place on October 30 and was moderated by DGGQ Director Luis Nascimento and had a total of 32 participants including DNEP Director Guibunda and DNEP Deputy Director Telesfero de Jesus, among others.

Approximately 80% of the student sample, nearly 90% of the teacher sample, and 100% of the school management sample was achieved. In addition to conducting frequency analyses and disaggregation of results by language, grade, and sex, additional analysis focused on comparison of the midline results to the baseline and multiple regression analysis to identify key factors influencing student learning outcomes.

Key findings of the evaluation include the following:

- Compared to the program baseline, student performance improved substantially for all EGRA subtasks. This was true for all three Mozambican languages assessed. The improvements were in large part due to a substantial reduction in the percentage of students registering zero scores on the EGRA subtasks. The largest improvements were seen in letter name and letter sound identification subtasks, and there were also some gains in word and text reading.
- There have been very visible improvements in teacher-student interactions and overall student participation brought about through the introduction of bilingual education. This has the potential to produce large gains in student learning outcomes. Several factors related to school management and relationships between the school and the community need to be addressed to fully realize the potential benefits.
- A high degree of variability was noted both within schools and between schools. Several factors were identified as being significantly correlated with the student learning outcomes. Out-of-school support, including having someone at home to read with, participation in a reading club, and having regular support at home to complete homework assignments was a key factor in student success. Students with high levels of out-of-school support for reading, on average, are reading 6.2 more letters and 2.7 more words than students with low levels of support. Out-of-school support, being the most influential factor, informs us that children must have a conducive learning environment at home and parental engagement that supports learning and literacy. The fact that out-of-school support seems to be more critical in young children's literacy learning than school and classroom factors deserves strategic policy attention and program planning.
- Teacher classroom instruction practice was observed to be largely positive, though with a large degree of variability in performance among teachers. Female teachers generally performed better than their male counterparts, but all teachers had difficulties implementing some of the practices specific to reading instruction (students reading aloud, students reading together in pairs, asking students questions about the text they read, and discussing the meaning of words in the text that was read). Students with high performing teachers, on average read 4.1 more letters and 1.4 more words compared to students with low performing teachers.

- The evaluation noted continued high levels of school director, teacher, and student absenteeism and lateness resulting in substantial reductions of instructional time. A total of 41 schools (8% of the sample) visited were completely non-functional (no lessons given) on the day of the data collection visit. Both quantitative and qualitative results point to the high rates of student absenteeism (58% average student absentee rate overall) being the result of irregular teacher attendance. In addition to absenteeism, a late start to the school day could result in as much as a 15% reduction in instruction time over the course of a year. Factoring in the high absentee rates and other factors such as delayed start of lessons after school holidays, the overall amount of exposure to reading instruction that students have is quite limited.
- Boys outperformed girls on all EGRA subtasks, with the gaps in performance growing as the difficulty of the task increases (i.e. moving from letters to text reading). The gender performance gap also showed a regional variation, with districts in the south having a smaller gap compared to districts in the north, suggesting that cultural factors specific to the north (e.g. initiation rites and other traditions) may help explain this gap. It was also observed that the gender performance gap was reduced when students had a female teacher. While this was encouraging, the fact that rural schools have very few female teachers limited the overall impact that the female teachers had in support greater equity in reading performance. Female teachers generally had better performance as measured through the classroom observation instrument.
- Teacher oral reading fluency levels showed a large degree of variability for all languages. The introduction of the program may have been the first time that many teachers began to read the Mozambican languages. A teacher's overall fluency level has a significant impact on student performance, with students of teachers with high fluency levels, on average reading 3.0 more letters and 1.2 more words than students of teachers with low fluency levels.
- Implementation of effective school management practices such as management of student attendance and provision of in-school pedagogical support proved the most difficult for schools. More rigorous accountability throughout the system and regular provision of in-school coaching could help eliminate some of the variance in teacher performance as observed. The evaluation found that schools implementing more of the recommended school management practices had students who read on average 3.2 more letters and 1.1 more words compared to low-performing schools.

Based on the quantitative findings, and additional data from the qualitative follow-up visits, several recommendations for the program were developed and these were incorporated into the FY20 **Vamos Ler!** program implementation strategy.

- The program should expand efforts to promote greater involvement of communities through expansion of reading clubs, enhancing the use of complementary reading materials, and promoting community reading events such as reading day.
- The program should intensify its work with teachers to help them to improve the inclusion and participation of girls in the classroom and to reduce differences in results for boys and girls.
- The program should emphasize support to teachers to help build their skills, particularly in improving their oral reading fluency and to enable them to improve the decoding skills of students. In-school coaching should be enhanced.
- Greater involvement of local authorities (administrators, district director, local leaders) as well as the provisional inspectorate is needed to address absenteeism as it effects outcomes at all levels.

In Q3 **Vamos Ler!** undertook several additional activities to disseminate the results of the midline evaluation to USAID MINEDH, and cooperation partners. The highlight was presenting the results at the MINEDH technical council meeting (*Conselho Técnico*) where national directors and assistant director from all departments as well as the permanent secretary meet to discuss priority issues for the ministry. The meeting was presided over by the permanent secretary who thanked the program for the efforts to draw attention to the successes made so far and the challenges ahead.

The program also presented findings from the midline at the virtual CIES conference in April. The focus of the presentation was on the main factors identified as having a positive influence on student learning and how specific activities were incorporated into the **Vamos Ler!** workplan. In May **Vamos Ler!** partners CAI, WEI, OSC, and AIR convened for a virtual “Data Fest” to discuss the findings of the effectiveness evaluation and focused on three main issues: 1) absenteeism, 2) gender performance gap, and 3) using the results to inform the future of the project. This virtual event was an opportunity to share the evaluation results and discuss additional ideas on how to further improve program impact. Absenteeism was discussed at length, as persistently high rates of teacher, school director, and student absence dramatically reduce student instruction time and contribute to low learning outcomes. Participants agreed that high-level policy dialogue is needed between MINEDH, donors, and implementing partners to foster accountability within the education system and produce sustainable change. **Vamos Ler!** can contribute by building on the positive student-teacher interactions and relationships and the higher satisfaction of parents that have been among the results of bilingual early grade reading. The program can also focus on effectively engaging at the school and community levels, as the evaluation showed positive results among teachers who felt both supported by and accountable to the community.

The evaluation report was submitted to USAID on March 16 and was approved on September 22. The full report was translated to Portuguese for sharing with MINEDH and other partners in Mozambique.

IR 2.4 Challenges and Associated Actions

- The high proportion of zero scores for the oral reading fluency limited the extent to which more advanced techniques such as Hierarchical Linear Modeling (HLM) can be applied. Simple linear regression models were used to examine the effect of individual variables and this allowed us to estimate the overall relevance of key variables (e.g. parental support was found to be the most important factor in improving student reading skills).
- Sufficient data were collected to conduct a robust analysis though 100% of the sample was not achieved due to absenteeism, including non-functioning schools. The reasons for the reduced sample were several: no lessons given on the day visit due to absenteeism of teachers and directors in 8% of the schools; in 31% of the schools, the school director was absent; in 11% of the schools, no Grade 2 grade teacher was present; in 8% of the schools, fewer than 10 students were present. This resulted in several challenges, including scheduling return visits to several schools that were found non-functioning or where fewer than 10 students were present on the day of the visit.
- It proved difficult to schedule the evaluation results presentation with MINEDH due to multiple MINEDH scheduling conflicts which were exacerbated by the transition in Ministry leadership in Q2. The program persisted and was eventually able to present to the *Conselho Técnico* in February.

IR 2.4 Lessons Learned

- For the first time, the program included a qualitative follow-up to the primary, quantitative evaluation. By using tablets for data collection and doing real-time data cleaning and analysis, the program was able to have preliminary quantitative findings one day after the conclusion of data collection. This allowed for quick organization of a data interpretation workshop, during which the main questions and themes for the qualitative follow-up were finalized. This provided additional insight and validation to the quantitative piece of the evaluation and strengthened the recommendations around the need for greater attention to home-level support factors.

IR 3 Parental and community engagement in EGR increased

IR 3.1: Awareness increased about the advantages of bilingual education

3.1.1 Implement Community Engagement Campaigns in Support of Bilingual EGR

Progress achieved in Year 4

Findings from **Vamos Ler!** midline evaluation showed that high levels of school director and teacher absenteeism are among the principal factors contributing to low performance of students. The schools with the lowest performance were those in which the communities complained the most about chronic and recurrent teacher and school director absenteeism. Faced with persistently high rates of absenteeism from the responsible adults in the schools, students, many of whom must walk considerable distance to get to school, become less willing to make the journey.

Community campaigns are an effective way to increase the awareness, understanding, and support for bilingual education and early grade reading at the community level, as well as to communicate the **Vamos Ler!** program's key messages. In Q1, **Vamos Ler!** developed detailed implementation plans for the Let's Go to School community campaign activity and shared them with school directors and teachers at the Q2 trainings in January. The key message of the campaign was "everyone has a role to play in helping children learn." The goal of the campaign was to contribute in a constructive way toward the development of a culture of accountability around attendance, by facilitating open discussions in the presence of district education authorities, community and religious leaders, and parents about the subject. Key messages for school directors, teachers, and parents were shared:

- It is a core responsibility of the school director to monitor teacher attendance at his/her school and take appropriate administrative measures with chronically absent teachers;
- The school director sets the tone and sets the example for consistent teacher attendance;
- Schools with good performance are schools where the director and the teachers show up consistently and on time. Mozambican children have a right to education and families have the right to expect their children's teachers to teach;
- Children who are hungry will have a hard time learning. Parents should feed their children before sending them to school and should make school attendance a high priority for their children to prepare them for a better future.

Vamos a Escola/Go to School” community meetings took place in all program districts in Q2. The campaign was organized by **Vamos Ler!** in collaboration with DPEDH and SDEJT staff. For ten days, 54 individuals traveled to more than 500 schools for meetings with parents, school directors, teachers, community leaders, and other members of the community. In addition to the messages, practical steps were discussed, including how parents can support children’s learning even if they do not know how to read, how communities and school councils can play a role in monitoring teacher attendance, how parents getting to know the school director and teachers positively impacts student learning, and how school directors can use various administrative tools to reduce teacher absenteeism.

A total of 554 community campaign meetings were held, 328 in Nampula, and 226 in Zambézia. Altogether over 30,000 people participate in the meetings. The campaign key messages were well received among the attendees. Community members took advantage of the meetings to discuss various other issues of concern to them, including the removal of markets and fairs that are located close to the school premises, approaches to discourage child marriage, and ways to improve the communication and accountability between the school and the community.



Community meeting in Nataleia community, Malema district, Nampula.

Table 14, FY20 Let’s Go to School Campaign Participation

Province	Participants	Sex	Total
----------	--------------	-----	-------

		Male	Female	
Nampula	Community members	10932	7895	18827
	School Directors	287	44	331
	Teachers	426	207	633
Zambézia	Community members	4994	6236	11230
	School Directors	261	66	327
	Teachers	223	139	362
Total		17,123	14,587	31,710

Because of low literacy levels and lack of widespread access to internet and television in the areas where the program is operating, face-to-face meeting are a particularly important component of community outreach for **Vamos Ler!** and its partners. In the seven¹¹ districts where **Vamos Ler!** partnered with local NGO partners, outreach through community meetings, radio listener groups, and community theater performances was ongoing in Year 4 until the state of emergency. With the onset and spread of the COVID-19 pandemic globally and the declaration of a national state of emergency in Mozambique early in Q3, most of those approaches had to be put on hold.

Community Theater



Members of the group Osama Oreera performing in Lalaua district, Nampula

In Q1 and Q2 **Vamos Ler!** worked with the local NGOs on the production and presentation of 185 community theater performances. The shows, performed by local volunteer theater groups,

¹¹ Alto Molocue, Lugela, Namarroi, Memba, Lalaua, Mossuril, and Ilha

incorporated some of the program's key messages including the importance of girls' education, the benefits of bilingual education, and how parents can support their children's learning.

Table 15, Community Theater Performances

Q1 Performances				
District	NGO	# shows	Male Participants	Female Participants
Alto Molocué	NAFEZA	45	331	379
Ilha	Facilidade	4	299	394
Mossuril	Facilidade	5	570	437
Lugela	NANA	14	70	86
Namarroi	NANA	21	1023	582
Memba	APRODER	10	727	1137
Lalaua	APRODER	16	904	1482
Total		115	3924	4497
Q2 Performances				
District	NGO	# shows	Male Participants	Female Participants
Lalaua & Memba	APRODER	36	1967	3569
Alto Molocue	NAFEZA	16	243	217
Mossuril and Ilha de Mocambique	FACILIDADE	4	348	290
Lugela & Namarroi	NANA	14	138	90
Total		70	2696	4166

Only one community theater performance took place in Q3, before word on the prohibition of large group gatherings had reached the community level. On April 1, Facilidade organized a theater performance in Mossuril district on the importance of student and teacher attendance at school. Amateur actors from the community of Mitemane played the parts of students, teachers, and family members to show the negative implications of failing to attend school regularly. The play also integrated the themes of the importance of girls' education and role that school councils can play in strengthening the relationships between the school and community. There were 242 individuals in attendance, of whom 163 were men and 79 were women. Altogether in FY20, Vamos Ler! made possible 186 community theater performances, which were seen by a total of 6783 men and 8742 women.

Radio Programming



Radio listening session in Memba, Nampula

In communities where illiteracy is very high, and television and internet penetration is very low, community radio broadcasts in local languages can be effective means of communication and transmitting key messages. Most **Vamos Ler!** districts have functioning community radio stations, and radio ownership/listenership overall in rural Mozambique is close to 50%.¹²

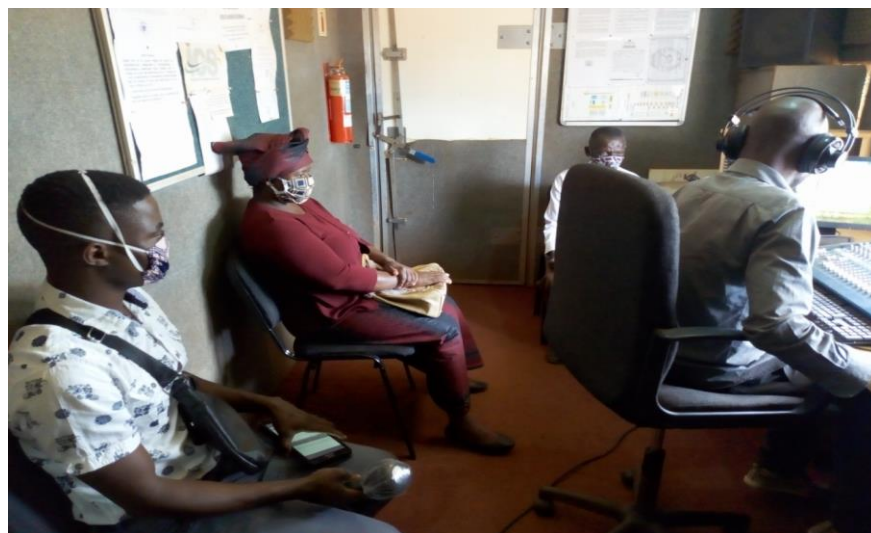
Community radio signals cannot always reach the areas where all **Vamos Ler!** beneficiaries live and even households who own radios may struggle to charge the radios or buy batteries on a regular basis.

In an effort to reach more listeners at the community level, **Vamos Ler!**'s NGO partners organized groups to come together in a central place and listen to community radio programs on bilingual education, upcoming program events and activities, and on how parents can support education. At the end of the sessions, participants discuss the program's themes and ask questions. The radios were purchased and distributed by the NGOs, through the Vamos Ler grant program. A total of 147 group listening sessions with more than 2000 participants were held from Q1-Q3. At the end of the sessions, participants were encouraged to share the messages and ideas from the radio programs in their own circles of family, neighborhoods, markets, mosques, and churches.

Table 16, Radio Group Listener Sessions

Q1 Group Listener Sessions				
District	NGO	# sessions	Participants	
			Male	Female
Lugela	NANA	4	30	59
Namarroi	NANA	7	109	37

¹² MMEMS Final Performance Evaluation of the USAID/Mozambique SBCC Program Implemented by PIRCOM February 2019.



Mossuril	Facilidade	2	26	10
Ilha de Moçambique	Facilidade	2	36	16
Memba	APRODER	8	87	132
Alto Molocué	NAFEZA	46	297	233
Total		69	585	487
Q2 Group Radio Listener Sessions				
District	NGO	# sessions	Male	Female
Memba	APRODER	35	143	298
Mossuril	FACILIDADE	10	81	70
Alto Molocue	NAFEZA	24	183	128
Lugela	NANA	4	17	18
Namarroi		4	53	28
Total		77	477	542
Q3 Group Radio Listener Sessions				
District	NGO	# sessions	Male	Female
Mossuril	Facilidade	1	19	35
Total		1	19	35

With the declaration of a national state of emergency at the end of Q2, all field activities and group gatherings were suspended. **Vamos Ler!** was then faced with a situation where the NGO grants were scheduled to end in May, some field activities could not be completed, and the NGOs had to maintain their staff during a time when minimal activities were taking place. Working together with the **Vamos Ler!** technical, grants, and finance teams, the NGO partners revised their programming plans to increase the production and broadcast of radio spots and talk shows that did not require gatherings of more than ten people, to raise awareness and spread messages on COVID-19 and how communities can protect themselves and help

Recording a talk show at the Alto Molocue community radio station

limit community virus transmission. The discussions were recorded and broadcast on the radio.

Table 17, Q3 NGO COVID-19 Radio Shows and Spots

District	NGO	Talk shows	Short Spots	Topics	Talk Show Participants
Mossuril	FACILIDADE	4	44	Conversations with key community leaders on how parents can support children's learning during the school closure. Facts about COVID-19 including symptoms, transmission, risk and prevention	Community leaders, teachers. District health technicians.
Ilha	FACILIDADE	0	44	Facts about COVID-19 including the symptoms, transmission, risk and prevention	NA
Memba	APRODER	7	120	Government strategies to ensure learning during school closure period. Responsibility of government and community in implementing the COVID-19 prevention measures and supporting children's learning at home.	District Director of health, SDEJT, community and religious leaders
Alto Molocué	NAFEZA	23	63	Government strategies to ensure learning continuity during school closure. Responsibility of government and community in implementing Covid19 prevention measures and supporting children's learning at home.	SDEJT BE Focal Point, school director, school council members and parent representative
Total		34	271		

IR 3.1 Challenges and Associated Actions

- During the planting and harvesting seasons, it can be difficult to get high levels of participation in community meetings. To address this challenge, the NGOs recruit volunteer facilitators who are based in the communities where they work. They talk regularly with local leaders in order to plan meetings and events to ensure maximum participation.
- For the Vamos a Escola campaign meetings in Q2, it was challenging to reach some schools due to poor road conditions. In some other cases participants were not available for meetings at the agreed time. **Vamos Ler!** addressed this challenge by reaching out to nearby alternative schools where meetings could be held.

- The other major community engagement initiative planned for FY20 was Reading Day, which was to take place on April 25. The Minister of Education Carmelita Namashalua had agreed to participate in what would have been an excellent opportunity to highlight **Vamos Ler!** students' reading skills, the quality of the **Vamos Ler!** TLMs, and the benefits of bilingual education.



Let's Talk session in the community of Nicore, Mossuril District, Nampula

Unfortunately, due to the national state of emergency, the event had to be cancelled. As per USAID instructions, **Vamos Ler!** will no longer be doing IR3 activities in FY21, but all the strategies and an orientation for Reading Day were shared with

ADPP and CESC, who are starting new community engagement projects in Nampula and Zambézia. **Vamos Ler!** is awaiting USAID instructions on dispositions of materials purchased to support the implementation of IR3 activities.

IR 3.1 Lessons Learned

N/A

IR 3.2: Family members' assistance increased to improve the children's literacy skills

3.2.1 Implementation of Package 2: Let's Talk

Progress achieved in Year 4

Let's Talk! is a community-based activity to support and stimulate children's oral language development, which is an essential building block for learning to read. It is an innovative program framed on facilitating nutritious conversations between parents and their children on topics that are familiar and comfortable to both, in their own language. Let's Talk recognizes the essential role of parents as the child's first educators, whether or not they themselves can read and write. **Vamos Ler!** implemented the Let's Talk activity in 47 school communities through a partnership with the local NGO Facilidade in the districts of Mossuril and Ilha de Moçambique in Nampula. In FY20 a total of 361 Let's Talk sessions were held, and 11,625 people participated.

Table 18, FY20 Let's Talk Sessions and Participation

Q1								
District	# sessions	Parents		Children		Facilitators		Total Participants
		M	F	M	F	M	F	
Mossuril	11	66	59	212	88	11	2	438
Ilha de Mocambique	18	11	81	217	199	16	8	532
Ilha de Mocambique	23	69	133	289	288	16	7	802
Mossuril	11	42	58	157	120	22	2	401
Ilha de Mocambique	106	223	542	1522	1587	63	29	3966
Mossuril	57	133	265	724	772	28	7	1929
Total	215	411	873	3121	3054	156	55	7670
Q2								
District	#sessions	Parents		Children		Facilitators		Total Participants
		M	F	M	F	M	F	
Ilha de Mocambique	15	23	42	187	179	38	5	474
Mossuril	15	51	208	197	201	15	8	680
Ilha de Mocambique	6	25	60	70	92	7	2	256
Mossuril	10	27	24	107	95	20	6	279
Ilha de Mocambique	24	75	136	376	405	13	10	1015
Mossuril	74	72	167	459	459	5	5	1167
Total	144	273	637	1396	1431	98	36	3871
Q3								
District	# sessions	Parents		Children		Volunteers		Total Participants
		M	F	M	F	M	F	
Ilha de Mocambique	1	3	7	13	14	0	2	39
Mossuril	1	5	7	13	17	2	1	45
Total	2	8	14	26	31	2	3	84

In Q2, with support from partner OSC, **Vamos Ler** designed and carried out a rapid assessment of the potential impact of scaling up the Let's Talk activity. The study methodology included observing Let's Talk sessions to assess fidelity of implementation and to gather information on volunteer facilitators, participating children and parents. Key Informant Interviews were also held with 1) teachers of students participating in Let's Talk groups to assist in assessing the sessions' ability to improve pre-literacy skills and 2) Let's Talk Facilitators to further examine the fidelity of implementation and implementation challenges. Focus Group Discussions were also conducted with parents of participating children to examine their perceptions of the value and efficacy of the Let's Talk approach.

Field data collection was completed in February, after which support was provided by OSC for data analysis and interpretation. In general, the study showed, Let's Talk facilitators are well-prepared to lead sessions and often bring in additional topics or images not covered in the Let's Talk materials (the *album seriado*). The facilitators are well-regarded as group leaders and have good rapport with the children and adapt the sessions to the local situation with some inconsistencies in adhering to the defined management guidelines. The study also showed that children enjoy and are highly engaged in the sessions, and that parents find Let's Talk valuable and want their children to continue participating in the activity.

Though some school-aged children attend the sessions, many participants in Let's Talk groups are preschool-aged and would thus require a longitudinal study in order to make direct, conclusive links between participation in Let's Talk and reading skills development. Additionally, since the success of Let's Talk assumes consistent parental participation and is structured around nutritious conversations between parents and their children, it requires that more parents attend Let's Talk Sessions with their children than actually do. Parents may have conflicting priorities, or they view the sessions as a kind of preschool (*escolinha*) and the parental adoption of nutritious conversation techniques at home may be less due to household stressors, social norms around the value of conversation with young children, and their limited participation in the sessions and thus potentially lower understanding of what

Radio Story Time
<p>Dad #1: Abdul, did you know that just talking with kids in our own Emakhua language can help them improve their learning? When kids develop their listening and speaking skills, that can even help them to read better!</p> <p>Dad #2: Oh yeah?? I never knew that!</p> <p>Dad #1: It's really true. I didn't know either, but I learned that from Vamos Ler, you know that bilingual education program? I have seen how it has helped Helena speak better and do better in school. And you know, I never got past Grade 2 myself but I am still able to help her! I just talk to her about what she is doing in school, ask her questions, or we talk about everyday things happening at home or in the community. Sometimes I tell her some old stories that granny used to tell me.</p> <p>Dad #2: Hahahahaa, my friend, neither one of us was much of a student. I still can't write anything but my name. And speaking Portuguese? Forget it. But hey thanks, starting today I am going to make some time every day to talk with Jose and Ana in the same way. And I have a lot of old stories to share.</p> <p>Dad #1: That's great Abdul, let's call the kids now to hear one of your stories.</p> <p>Dad #2: Ok, come here kids This is the story of an Ant named Filo.... (a short story from one of the VL supplementary readers about an ant who is vain and a gossip and likes to show off but then changed and decided to become a teacher)</p> <p>Kids: What a funny story! (followed by short Q/A or discussion about the story between parents and kids)</p> <p>Dad #1: Moms and Dads out there in Mogovolas District, remember that even if you can't read and write, even if you can't speak a word of Portuguese, you are important for your kids' education! With your help they can learn and have a better future. See at this same time tomorrow for another Story Time!</p>

nutritious conversation actually entails. Recommendations following on the assessment included placing a greater emphasis on parent participation during facilitator training, expanding the *album seriado* and giving more scope for creativity to the facilitators to come up with their own topics, familiarizing the community and the schools with the activity's purpose, and reinforcing Let's Talk as a reading preparation program rather than a preschool activity.

Let's Talk Community Radio Learning Activity
Once schools closed on March 23, **Vamos Ler!**'s

challenge and priority were to continue to reach beneficiaries in contextually appropriate and effective ways while respecting the requirements of the state of emergency. In the communities where the program is operating, TV, internet, and smartphones are not widespread, parental literacy is low, and

most households do not have reading materials. This created additional challenges for supporting our students during the pandemic.

In this context, options are limited, and radio remains one of the best ways to reach communities with information and key messages when community meetings are not possible. **Vamos Ler!** designed a radio-based learning activity to engage children and parents through a program of short radio spots. The spots began broadcasting three times a week at the same time of day for about five minutes each in 10 districts¹³ at the end of Q3 and continued through the end of the year.



Reading aloud during a reading club session in Maquiringa community, Namarroi district, Zambézia

The radio activity builds on Let's Talk, promoting “nutritious conversations” in the local LI between parents and children, centered on common events, routines and rituals in daily life, to strengthen listening comprehension, oral language fluency, and vocabulary. The content is structured as a series of dialogues between parents and children using the stories in the **Vamos Ler!** supplementary reading materials and modeling the conversational techniques so that

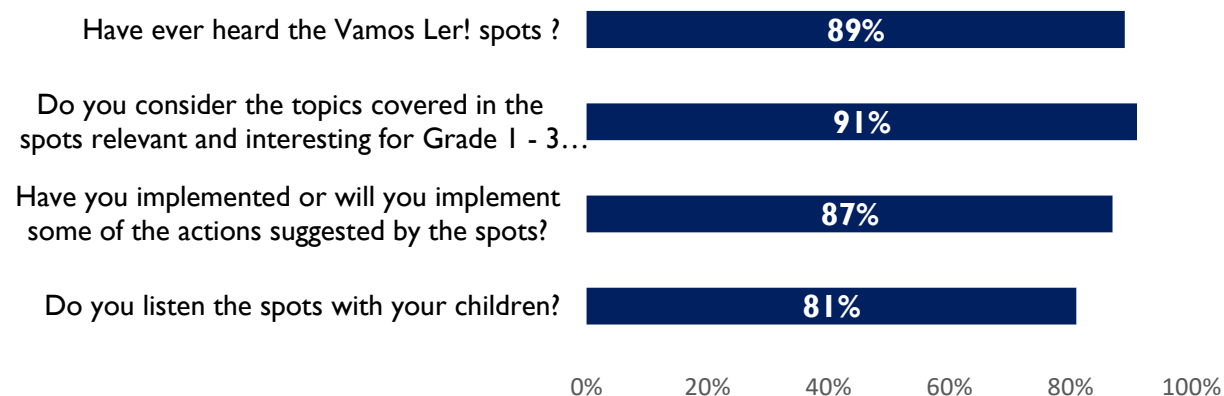
parents can replicate the approach with at home. Child protection, health and hygiene messaging, games and songs to help practice L2 comprehension and pronunciation were also incorporated into the spots. The scripts and audio files were prepared by the **Vamos Ler!** team on a biweekly basis and sent to the radio stations for broadcasting.

The radio learning activity aimed to provide useful learning activities for children, to give parents and caregivers strategies to support their children in ongoing learning during the school closure period and to model nutritious conversations between parents and their children to stimulate language development and learning. From June to September 36 spots were produced and these were broadcast approximately 543 times by the ten radio stations. Under the COVID-19 emergency restrictions on field travel and face-to-face gatherings, many of the usual methods of doing activity monitoring at the community level were not available. **Vamos Ler!** opted to turn to the teachers and school directors in the ten districts where the spots were being aired. The program shared the audio files through the WhatsApp professional development groups, encouraged members to tell their friends and neighbors when to tune in to the radio to hear the spots, and then administered an online questionnaire about the radio spots as part of the regular WhatsApp post-test at the end of a cycle. A total of 353 teachers and school directors from Nampula (200) and Zambézia (153) responded to the questionnaire. Most

¹³ The districts are Alto Molocue and Mocuba in Zambezia, and Erati, Ilha, Malema, Memba, Monapo, Mossuril, Ribaue and Murrupula in Nampula.

respondents considered the radio spot topics relevant and interesting for the target audience and said they were able to implement some of the positive behaviors modeled by the spots.

Yes



3.2.2 Implementation of Package 3: Reading Clubs

Reading clubs are sessions held outside of school, where children in the early primary grades, under the guidance of a volunteer facilitator from the community, can practice and improve their reading skills as well as enjoy fun educational activities. Making use of the large number of supplementary reading materials produced by **Vamos Ler!**, reading clubs aim to provide extra reinforcement and support outside the school setting to help children to strengthen their emerging reading skills. Community leaders decide on the best time to organize clubs and commit to holding these sessions regularly, either after school, on weekends, or both. During the reading club meetings, facilitators work on various tasks with the children including reading aloud, reading in groups, practicing letters and syllables, word recognition, and numbers and counting.

Vamos Ler! reading clubs were held in 54 schools and 13 communities in the district of Namarrooi, Zambézia province, through a partnership with the local NGO NANA. The NGO worked with teachers to identify children in Grades 1-3 who were struggling with reading and at risk of failing their grade. Parents were encouraged to allow their children to join the clubs and all agreed. As a result of participating in the reading clubs, both teachers and parents reported satisfaction with the improvements that the learners displayed. The testimony of teachers is particularly noteworthy, with some reporting that children who attend the sessions are now able to read better, answer simple questions about what they have read, and tell stories using their own words. In QI, NANA reported that 128 children in Grades 1 and 2 (74 boys and 54 girls), who were previously labeled as at risk of failing, participated in reading clubs, and showed significant improvement in their reading levels and were no longer considered at risk of failing thanks to the support they received through the clubs.

Table 19, Reading Club Sessions

QI Sessions

Communities (Namarroi District)	# Sessions	Participants	
		M	F
October-Sicote, Namua, Muaquiua, Mussisse, Mulosse, Insaiha, Mutuela, Nassecuane, Regone, Mulemeyeque, Rumala, Maquiringa e Phuli.	432	702	460
November-Sicote, Namua, Muaquiua, Mussisse, Mulosse, Insaiha, Mutuela, Nassecuane, Regone, Mulemeyeque, Rumala, Maquiringa e Phuli.	54	681	468
	486	1383	928
Total Participants		2311	
Q2 Sessions			
Communities (Namarroi District)	# Sessions	M	F
February-Sicote, Namua, Muaquiua, Mussisse, Mulosse, Insaiha, Mutuela, Nassecuane, Regone, Mulemeyeque, Rumala, Maquiringa e Phuli.	432	824	545
Total Participants	432	1369	

The **Vamos Ler!** midline evaluation demonstrated that children who participated in reading enrichment activities and who had support outside of school tended to do better on the EGRA assessments. For this reason, the program decided to expand reading clubs to all 1950 schools within the project scope in FY20. In the January training, school directors and teachers were oriented in detail on the purpose and benefits of reading clubs, how to raise community and parental awareness about the clubs, how to set them up, criteria for selecting participants and facilitators, how to ensure availability of reading materials for the clubs, and how to organize and run the weekly sessions.

The **Vamos Ler!** February school supervision report noted that while some schools had successfully set up reading clubs after the start of the 2020 school year in February, others were lagging. Subsequent activities such as the community meetings for the Vamos a Escola campaign and the March supervision gave greater attention to helping to support the expansion of the reading clubs. By the time of the March supervision visits nearly 70% of schools visited in Nampula and nearly 60% in Zambézia had reading clubs set up and functioning.

Because of the state of emergency, all schools were closed in late March and thus reading club activities were suspended. As part of the new USAID project *Apoiar a Ler*, ADPP and CESC will be starting up reading clubs in the same schools where Vamos Ler! has been working. Vamos Ler! has shared all relevant technical materials on reading clubs with the *Apoiar a Ler* implementing partners. **Vamos Ler!** has requested Mission approval to hand over non-monetary incentives purchased for reading club volunteers (backpacks and laminated guidance cards) to the new project.

IR 3.2 Challenges and Associated Actions

- Motivating the volunteer facilitators (Reading Clubs, Let's Talk) was an ongoing challenge for much of the year. Since they were not receiving payment or other incentives, it was difficult to prevent volunteers from dropping out of the program. To address the challenge and try to improve facilitator morale and commitment, **Vamos Ler!** distributed backpacks and T-shirts to

the volunteers. Experience has shown that these kinds of nonmonetary incentives can be very helpful in encouraging volunteers and making them feel valued and appreciated and give them the sense of belonging that can motivate their participation.

- Most Let's Talk! sessions met in the outdoors, which means that many sessions could not take place during the rainy season. Through discussions with leaders in the communities, churches and mosques, Facilidade had some success in finding indoor spaces for some of the groups to meet when it rains. Facilidade also mobilized community members to construct simple shelters of sticks and grass that can keep the children dry in a light shower and allow the Let's Talk sessions to happen.
- Because of the pandemic many of the **Vamos Ler!** district staff (ODs) left their districts. Without staff on the ground, it was difficult for the program to verify that radio spots were being broadcast. The team relied on support from the SDEJT Bilingual Education Focal Points and other known connections in the districts to do some spot checks and ensure that the radios were indeed broadcasting the spots. Monitoring this activity in general was very challenging because of restrictions on movement and lack of access to beneficiaries in the rural communities. It was not possible to estimate the true number of beneficiaries the activity was able to reach and how it was received. **Vamos Ler!** responded to the challenge by sharing the radio spots audio files with teachers and school directors through the WhatsApp groups in the ten radio districts, and then including questions on the activity in one of the WhatsApp post-tests. Since teachers and directors are also parents, we asked them to consider how practical the radio contents were and if they were able to practice the recommended activities with their children. The survey showed positive reception with 81% of teachers and directors reporting that they listened to the spots with their children.
- Although they meet outside of school hours, reading clubs can only meet when school is in session. They use books that are kept at the schools, and as they require some support from teachers, they must meet when teachers are working. These constraints limit the amount of time that children can really benefit from out of school reading support. The 2019 school year ended in November 2019, and the reading clubs supported by NANA in Namarroi did not meet while schools were closed for the break. They resumed when the new school year started in February 2020. However, the NANA grant ended on February 28, 2020 and by March 23 schools were again closed due to the COVID-19 pandemic and resulting state of emergency. **Vamos Ler!** is continuing discussions with the new *Apoiar a Ler* implementing partners on how they might expand access to the clubs.

IR 3.2 Lessons Learned

- While Let's Talk! was designed to facilitate improved communication between parents and their young children, some parents continued to see it as a form of preschool or free babysitting and did not attend the sessions with their children and participation of parents and caregivers remained low in a number of communities. Ongoing awareness raising with parents to help them understand the importance of their participation was not very successful. Despite this, **Vamos Ler!** learned that children still benefitted from the sessions, even though the way they

were delivered was very different from the original design, and that the activity design is flexible enough to be adjusted based on the realities of the local context.

Although the activity is explicitly structured around conversations between individual parents and children, this is simply not feasible for parents who are subsistence farmers and unable to accompany their children due to other more urgent demands on their time. All the same, parents had a positive opinion of the activity, believed that it helped their children, and wanted it to continue.

IR 3.3: Local NGOs' ability to mobilize communities in support of Improved EGR Increased

3.3.1 Monthly supervision visits to NGO Partner Offices and Field Activities

Progress achieved in Year 4

The **Vamos Ler!** grants and community mobilization teams made monthly supervision and technical support visits to the NGO offices and activity sites in Q1 and Q2. The objective of these visits was to verify NGO compliance with the approved workplans, check progress toward milestones, assess the technical quality of activity implementation and provide technical support as needed, monitor the implementation of acceleration or improvement plans, reinforce the role of the SDEJTs in following up on **Vamos Ler!** activities and monitoring NGO progress, and completing the NGO scorecards to measure and track performance. At the conclusion of each visit, the program team met with NGO senior management and technical staff to provide summary feedback.

In Q1 the team identified a need to improve involvement of the SDEJTs regarding joint planning, sharing of plans and reports, and field activities. This is always a challenge as many SDEJTs lack initiative to undertake what they see as “extra” activities in the absence of additional payments to do so. On the positive side, participation and ownership of community leaders was noted to be very high and they were very supportive and pleased with the results of the NGO activities. The most common recommendation from the Q1 monthly visits was for the NGOs to provide more technical support to the volunteer facilitators who were responsible for most of the frontline implementation work with communities and delegate more responsibility to them to support communication between the program and families. The facilitators are known and trusted in the communities and this role is a natural fit for them.

In Q2 the grantees were on track to meet their milestone targets. Members of the community, including community leaders remained actively involved in the NGOs activities. Previous efforts by **Vamos Ler!** to encourage improved coordination between the NGOs and SDEJTs yielded the desired results, as in Q2 the partners were seen to be collaborating much more closely at the district level and are sharing weekly activity plans and monthly reports.

Vamos Ler! staff travel was suspended for the duration of the state of emergency. Because of that, supervision visits to the NGO partners could not take place in Q3. NGO field activities were also put on hold during this time. **Vamos Ler!** program staff held weekly “virtual supervision” meetings with the NGO partners, first to guide them through the process of revising their activity plans in light of the emergency, and then to coach them through the process of completing their final reports. This proved

to be extremely useful, as the program team was able to review multiple drafts and give detailed feedback, resulting in reports of much better quality than would otherwise have been the case. All the reports were completed and submitted on time and the grants component of **Vamos Ler!** came to a successful conclusion.

3.3.2 Quarterly Review meetings with Local NGO Partners

Progress achieved in Year 4

The primary objectives of the quarterly partner meetings are to provide an opportunity for interaction, learning and sharing best practices among the NGOs, analysis of the general progress on the delivery of the milestones, of analyze trends in individual NGO performance over time using the monthly NGO scorecards.

The Q1 quarterly NGO meeting took place on October 24 in both provinces. The objective was to assess implementation of the quarter's activities including successes, challenges, and lessons learned. The meeting also allowed the grantees to discuss and learn from each other, as well as to conduct joint planning for the next quarter's activities. During the meeting, the **Vamos Ler!** team shared the quarterly NGO scorecards with all participants. Based on these, the NGOs developed performance improvement plans as needed. Most of the NGOs were on track, but NAFEZA, the NGO that consistently struggled to meet deadlines, was able to receive some needed additional support, not only from the program team but from the other NGOs with stronger performance. The meeting was also an opportunity for the NGOs to finalize their workplans for FY20.

The Q2 meeting took place in late January at the **Vamos Ler!** offices in Nampula and Quelimane and had the additional objective of providing the partners with a detailed orientation on the process of grant closeout and the requirements and steps for completing their final grant reports. One grantee in Zambézia, NANA, successfully finalized the implementation of their activities in February and submitted their final report, and the remaining three finished in June.

Table 20, NGO Coordination Meetings

Q1 Meeting				
Province	Sector	Female	Male	Total
Nampula	VL	1	2	3
	DPEDH	0	1	1
	SDEJT	4	0	4
	NGOs	5	0	5
Zambézia	VL	1	3	4
	DPEDH	1	0	1
	SDEJT	0	3	3
	NGOs	3	3	6
Q2 Meeting				
Province	Sector	Female	Male	Total

Nampula	VL	2	2	4
	DPEDH	0	0	0
	SDEJT	0	4	4
	NGOs	0	6	6
Zambézia	VL	1	1	2
	DPEDH	1	0	1
	SDEJT	1	2	3
	NGOs	3	2	5
Total		8	17	25

Key outcomes of the meetings included updated performance improvement plans, which were based on weaknesses identified in the individual NGO scorecards from the previous months. The plans included actions to ensure that the milestones are completed on time, to guarantee that the SDEJT and **Vamos Ler!** DOs were involved at all stages of the implementation, and to work more closely with the school councils and community leaders ensuring their commitment and follow-through.

The final quarterly review meeting had been planned for May. This could not take place due to the State of Emergency. The grants completed all activity implementation and submitted their final reports on time.

IR 3.3 Challenges and Associated Actions

- In the January supervision visits the NGO partners raised the issue of the lack of incentives for volunteer facilitators. The NGOs rely heavily on these individuals, who are from the communities where they work and are well-known and trusted there. However, without any type of monetary or non-monetary incentives, it is often challenging to retain the volunteers for any length of time. Fortunately, the T-shirts that **Vamos Ler!** had procured for the facilitators arrived shortly thereafter, and these were helpful in mitigating the concerns.
- In the January visit, the NGO partners scored relatively poorly on their ability to mobilize teachers, school directors, community leaders, and other influencers to attend activities. To mitigate this challenge, the NGOs agreed to share with the schools a calendar with all scheduled activities that would include, name of the activity, location, day and time, as well as the name and contact of the facilitators. The school displayed the schedule on the school bulletin board so that everyone would be aware and able to participate in the activities
- Communication challenges were common during the state of emergency, when **Vamos Ler!** and NGO staff were all working remotely from locations with varying levels of internet connectivity. Frequently it was impossible to get all the NGOs online at the same time for the meetings, but in those cases the program team followed up after the meeting to ensure that everyone was on the same page and receiving the necessary support. Individual virtual meetings at times substituted for the group coordination meetings.

IR 3.3 Lessons Learned

- The NGOs were initially very resistant to the concept of the scorecard, which they saw as a tool that could be used to punish them for failing to meet their milestone targets. Repeated discussion failed to convince them, but over time they learned through the use of the tool that

in fact it was very useful, not only to **Vamos Ler!** but to the NGOs themselves to have a standardized instrument that could track progress over time and help the NGOs focus on specific areas for improvement. By the end of Q1 the partners acknowledged that the scorecard was also a useful tool for their own internal management.

3. MONITORING AND EVALUATION

- School coordinates for cohort 1 and 2 schools were collected/updated in Q1 to assist with program implementation. The coordinates were also layered onto Google Maps for easy reference.
- A large undertaking for the preparation of 2020 trainings was the verification of all participant lists ensuring that all teachers/classrooms are accounted for while collecting essential data such as Grade taught, phone number, name verification, and other identifying information. The M&E team worked to mobilize active participation from DPEDH and SDEJT technical officers during the **Vamos Ler!** January trainings to support compilation of participant data.
- Since April 2020, the M&E team has been conducting remote monitoring of the School Director and Teacher continuous professional development WhatsApp Groups. The first step was the creation of the WhatsApp groups based on the SD/Teacher training lists grouping teachers by grade level. This led to the creation of three groups per district, namely one SD group, one combined group for Grade 1 and Grade 2 teachers, and one group for Grade 3 teachers. Besides the direct beneficiaries, **Vamos Ler!** technical team members, MINEDH Technicians and Master trainers were added to each group. At each provincial level, a technical group was created where **Vamos Ler!** technical team members, MINEDH technicians, and master trainers can discuss issues encountered in each district group. The professional development contents were shared in the groups by the technical teams every two weeks. Pre- and post-tests were applied to assess various aspects of the system before and after the contents. **Vamos Ler!** provided internet packages for the participants to access the platform. Reports showing participation and learning outcomes for teachers and directors were prepared and presented every two weeks to the technical team who in turn used the information to improve the next cycle's methodology and contents. A participant satisfaction survey was also conducted, showing positive appreciation of the platform and providing additional suggestions for improvement.
- District-level support for EMIS data collection using new MINEDH data collection procedures was carried out March 16-20 in Nampula and Zambézia, benefiting 16 of 21 districts. This consisted of visits to SDEJT offices by program M&E team members to provide technical support to the data compilation process at the district level. This also ensured more timely acquisition of student enrolment data.
- Implementation of internal Data Quality Audit in both provincial offices to ensure that all data reporting follows USAID procedures. This effort covered data reported in both the FY19Q4 and the FY20Q1&Q2 reports. Checks were done to ensure that data was valid, reliable, complete, precise, and timely. This was done by verifying the existence and source of all information reported from reports sent to USAID, verifying that the information was available by the time it was needed, assessing whether the information or data reported corresponds to the information or data in **Vamos Ler!** archives;
- The M&E team also prepared a table of school directors and teachers to receive certificates for participation in **Vamos Ler!** trainings since the start of the program, to be signed by IFP directors.

Only those who participated in at least 75% of the training time were considered eligible to receive the certificates. The lists were sent to the SDEJT officers for name validation and checking for any transfers.

Rapid Telephone Survey with School Directors

Vamos Ler! conducted a telephone survey with 415 school directors (255 from Nampula and 160 from Zambézia) to assess their use of teaching and learning materials during the school closure resulting from the COVID-19 pandemic. The results showed that:

- Fewer than 50% of schools (31% - Nampula and 35% - Zambézia) allowed students to take L1 and L2 books home during the interruption period.
- Complementary books were distributed to students in most schools (70% - Nampula and 82% - Zambézia). On average the distribution was made 2 times and each student received 2 books.
- Not all schools report having developed home exercises for students, with 71% of schools in Nampula and 82% of schools in Zambézia reporting development and distribution of home exercises. For those that did distribute exercises, on average this was only done twice.
- Most of the directors, 83% - Nampula and 94% - Zambézia, are aware of the transmission of classes via radio. However, fewer than 70% in Nampula and fewer than 50% in Zambézia, confirmed knowing if students follow these online classes.
- Most directors report that they have mobilized parents to monitor their children's studying, to explain preventive measures against COVID-19, and provide updates on the status on plans to resume classes.
- When asked what additional support could be given to support learning while students are at home, the main suggestions were to provide more exercises to take home, distribute more reading material to students, and allocate teachers to support students in small groups in the communities.

District Supervision Platform

Vamos Ler! worked with MINEDH to integrate LEMA into the online district supervision platform while also providing a general update to the overall system. A WhatsApp group was created for easy communication between the MINEDH and **Vamos Ler!** on issues concerning the platform.

Table 21, Platform Revision Sessions Participants

Institution	Male	Female	Total	Observations
Vamos Ler!	4	0	4	Two M&E team members and one consultant
MINEDH	3	0	3	DGGQ Director, Department Lead and IT technician
Others	2	2	4	Staff from GIZ and UNICEF
Total	8	2	10	

During FY20, six meetings were held with the following progress:

1. Meeting on LEMA instruments and how they will be integrated to the district supervision platform.
2. Planning for additional programming of the platform. This started in April.

3. Testing of the platform for SD and teacher interview data entry fields, aggregation, and analyses. Presentation of next steps on district level aggregation and GALA data entry.
4. Testing of the platform for GALA data collection and analyses. Presentation of next steps.
5. Presentation of the platform with all LEMA tools ready for field work. New recommendations for improvement.
6. Improving the interface and working environment of the platform including improvement of data forms and data presentation, simplifying the platform for easy perception of the users.
7. Presentation of the platform and individual testing of the whole LEMA and district supervisor platform for data consistency. The next steps, based on the meeting, are meeting with MINEDH/ DGGQ for final considerations and edits, and training of the new DGGQ ICT focal point on how to manage the platform.

Vamos Ler! will continue to provide support for MINEDH's District Supervision/LEMA Platform. This is an important step forward in the Ministry's buy-in and the ultimate sustainability of LEMA.

4. STATUS OF CONTRACT DELIVERABLES

Table 22, FY20 Contract Deliverables

Deliverable	Due date	Delivery date	Date approved by client	Comments
FY20 Annual Workplan and Narrative	November 26, 2019	November 25, 2019	January 27, 2020	
FY20 PMP	November 26, 2019	November 25, 2019	Pending	To be updated once the FY2021 AWP is approved.
FY20 Q1 QPR and Annexes	January 31, 2020	January 31, 2020	July 9, 2020	
Grantee Inventory Disposition Plan	NA	March 6, 2020	Pending	
Effectiveness Evaluation Midline Report, Annexes, and Data	NA	March 16, 2020	September 22, 2020	
Pivoted COVID-19 Work Plan	NA	April 3, 2020	May 7, 2020	Creative also submitted a revised Pivoted Work Plan based on COR's comments on April 19
FY20 Q2 QPR and Annexes	April 30, 2020	April 30, 2020	September 22, 2020	
FY20 Q3 QPR and Annexes	July 31, 2020	July 31, 2020	September 22, 2020	
FY20 Annual Report/Q4 QPR and Annexes	October 31, 2020	October 31, 2020	Pending	

5. KEY MEETINGS WITH USAID AND PARTNERS

The following table provides a list of the main FY20 formal meetings with the client, partners or other donors at which key decisions affecting project program or operations were taken or major presentations made.

Table 23, FY20 Key Meetings

Date	Key program representative	Key client or partner representatives	Topic / focus of meeting
October 14, 2019	COP, DCOP for Technical Management	MINEDH National Deputy Director of Primary Education	Additional MINEDH requests for math and for non VL provinces.
October 18, 2019	COP, DCOP for Technical Management, DCOP for Field Implementation, M&E Team	USAID Mission Director, Deputy Mission Director, Education Team Lead, USAID Vamos Ler! COR, M&E Specialist	Presentation of EGRA preliminary results to USAID
October 30, 2019	DCOP for Field Implementation, Reading Team Senior Specialist, M&E Team	USAID Vamos Ler! COR DGGQ Director, DNEP Director, DNEP Deput Director	Presentation of EGRA preliminary results to MINEDH
November 12, 2019	PD, COP	USAID/DC, USAID/Moz, Implementing Partners	USAID workshop on Positive Youth Development Strategy
November 18, 2019	PD, COP	USAID Deputy Mission Director, USAID Education Team	Courtesy Meeting for Creative Project Director
November 19, 2019	PD, DCOP for Technical Management	ADPP Country Director	Discussed new USAID opportunity for local NGOs for community engagement and bilingual education
November 20, 2019	COP, Senior Systems Strengthening Specialist	DNEP Director, other MINEDH implementing partners	Discuss new MINEDH Activity Plan (PdA), present draft
November 21, 2019	PD, COP	MINEDH National Deputy Director	Courtesy meeting for Creative Project Director and presentation of FY2020 AWP

		for Primary Education	
November 26, 2019	Systems senior coordinator reading senior coordinator, teacher training senior coordinator	DNFP and DNEP senior technical specialist	Share preliminary VL training plans for January 2020
November 26, 2019	DCOP for Technical Management	UNICEF Early Childhood Development Specialist and Education Cluster Lead	Discussed new early childhood education project and workshop UNICEF is holding with MINEDH and the Vamos Ler! materials production and printing process
November 26, 2019	COP, DCOP for Field Implementation	USAID/Mozambique and Education Implementing Partners	USAID Education Team Learning Event – Reflection Day
November 27, 2019	COP, DCOP for Field Implementation	USAID/Mozambique, Vamos Ler!	Presentation of Vamos Ler! midterm evaluation results to USAID stakeholders
December 5, 2019	Teacher Training Specialist	US Peace Corps Volunteers	Deliver presentation on Vamos Ler! and bilingual education in Mozambique
December 11, 2019	Gender and Inclusion Specialist	200 attendees former Minister of Education and current rector of UP Maputo	GirlMove Academy event showcasing efforts toward the creation of a new generation of transformative and innovative young women leaders to contribute to the development of Mozambique.
December 17, 2019	COP and Senior Systems Strengthening Specialist	Donor Primary Education Interest Group	Preparatory meeting to discuss PEE and PdA at the central level and priority action matrix
December 18, 2019	COP	Primary Education Interest Group Coordinator Embassy of Finland	One on one coordination meeting on bilingual education
December 20, 2019	Senior Systems Strengthening Specialist	All MINEDH implementing partners	GCC Alargado discussed the PdA again, discussed the independent evaluation of the PEE 2012-2019
December 23, 2019	Vamos Ler! COP, Senior Systems Strengthening Specialist	INDE Director	Review process of math book development and translation.
December 27, 2019	Vamos Ler COP, Reading Team Teacher Training Coordinator	DNFP Director	Courtesy visit to update on collaboration
January 21, 2020	COP	Alternate COR	COR COP Update meeting
January 21-24, 2020	Senior Systems Strengthening Specialist and Senior Government Relations Manager	MINEDH and cooperating partner staff	MINEDH operational plan meeting

January 22, 2020	Deputy Chief of Party for Technical Management	COP of Mozambique Community Resilience Program	Meeting with to discuss possible collaboration with VL. They are working to address conflict and violent extremism in CD
January 24, 2020	DCOP for Technical Management, Senior technical specialists	DINEP leadership and senior technical staff	DINEP meeting on Dia de Lingua Materna event
January 29, 2020	CoP, DCOP for Technical Management, DCOP for Field Implementation, Senior Reading Specialist, Senior Systems Strengthening Specialist, M&E Coordinator	USAID, World Bank, Embassy of Finland and other education sector donors and implementing partners	Presentation of EGRA at World Bank Cooperation Partners Meeting
January 29, 2020	Senior Systems Strengthening Specialist, Senior Government Relations Manager	Primary Education Interest Group	Confirmation of the integration of the VL FY20 workplan activities in the Central MINEDH PdA and request for corrections to the INDE, DNFP and DIPLAC departmental PdAs through the Interest group and directly with each department
February 6, 2020	DCOP for Technical Management, DCOP for Field Implementation	USAID and implementing partners	USAID Partners Meeting. Introduction of new USAID staff, Cabo Delgado update, youth development focus, provincial budgeting, breakout sessions on M&E, success stories and finance
February 7, 2020	Senior Systems Strengthening Coordinator	MINEDH staff and education implementing partners	Review Zero Draft of new MINEDH Operational Plan
February 10, 2020	DCOP for Technical Management, DCOP for Field Implementation, Senior M&E Specialist, Senior Reading Specialist, Senior Systems Strengthening Specialist, DCOP for Field Implementation, Nampula Provincial Coordinator, M&E Manager	DINEP staff, DNFP staff, DPEDH from Nampula and Zambézia,	Debriefing after January Vamos Ler! training
February 11, 2020		MINEDH Directors, DPEDH Nampula, DPEDH Zambézia	Presentation of EGRA results to MINEDH <i>Conselho Técnico</i>
February 14, 2020	COP	COR and Alternate COR	COP and COR Update Meeting
February 25, 2020	COP, DCOP for Technical Management, Senior Systems Strengthening Specialist, Senior Reading Specialist	DINEP Deputy National Director and his technical staff	Schedule of supervision visits, reading day planning including visit of the Minister, materials finalization
February 28, 2020	DCOP for Technical Management, Senior Systems Strengthening Specialist, Senior Reading Specialist	Primary Education Interest Group	Preparations for joint visits of MINEDH and partners (<i>visitas conjuntas</i>), comments on the activity ToR and discussion of participation

March 11, 2020	Senior Systems Strengthening Specialist	Education Cooperation Partners Meeting (Save the Children, World Bank, UNESCO, UNICEF, EU, etc.)	Presentation of study on school dropout, new education strategic plan, program-based planning and budgeting
March 16-18, 2020	Provincial staff	MINEDH and Partners	Participation in <i>visitas conjuntas</i> in Nampula Field visits and reinforcement of the importance of planning and ensuring adequate learning time for students by reducing absenteeism.
March 17, 2020	DCOP for Technical Management, Senior Systems Strengthening Specialist	MINEDH and Partners	Independent Appraisal of the Education Strategic Plan (PEE)
April 13, 2020	DCOP for Technical Management, Senior Systems Strengthening Specialist	Comments on MINEDH Operation Plan	
April 13, 2020	Senior Systems Strengthening Specialist	DNGGQ	Contributions and comments from the partners on the operational plan for 2020 – 2022
April 13, 2020	Senior Systems Strengthening Specialist	DNGGQ	Submission of reading and teaching standards document with DNGGQ to the Officer of the Minister of Education
April 15, 2020	DCOP for Technical Management, Senior Systems Strengthening Specialist	Primary Education working group meeting	Discussion and consensus on the 2019 performance report
April 15, 2020	DCOP for Technical Management, DCOP for Field Implementation, Senior Systems Strengthening Specialist	Education sector cooperation partners' meeting	Update on the COVID-19 response, RAR preparation and development of the new FASE MoU
April 17, 2020	DCOP for Technical Management, DCOP for Field Implementation, Senior Systems Strengthening Specialist	Partners interventions in COVID-19 response	Responses from the partners about the areas of potential intervention in the response plan
April 17, 2020	DCOP for Technical Management, DCOP for Field Implementation, Nampula Provincial Activity Coordinator	World Vision McGovern-Dole Food for Education and Child Nutrition Project Management team	Discussed possibilities for coordination and collaboration including sharing teaching and learning materials in L1 and L2.
April 19, 2020	DCOP for Technical Management	USAID Development Innovation Presentation: Opportunities	Funding opportunities for international and local organizations

May 12, 2020	DCOP for Technical Management, Senior Systems Strengthening Specialist, Senior Reading Specialist	MINEDH Conselho Tecnico	Presentation of reading and teaching standards at MINEDH <i>Conselho Tecnico</i>
May 14, 2020	DCOP for Technical Management, Senior Systems Strengthening Specialist, Senior Reading Specialist	DINEP Director, DNFP Director	Orientation on the WhatsApp Remote Professional Development Activity
May 19, 2020	DCOP for Technical Management, Senior Systems Strengthening Specialist,	Education sector partners and donors	Primary Education Working Group discussion on 2019 education performance evaluation report
June 18, 2020	DCOP for Technical Management, DCOP for Field Implementation, Senior Systems Strengthening Specialist	Education Sector Partners and MINEDH	Discussion on adjustments to the Mozambican school year
June 24, 2020	DCOP for Technical Management, DCOP for Field Implementation, Senior Systems Strengthening Specialist	MEPT, CIP, MINEDH and education sector partners	COVID-19 and the 2020 School Year; Scenarios and Implications for Reopening Schools
June 29, 2020	DCOP for Technical Management, DCOP for Field Implementation, Senior Systems Strengthening Specialist	FASE and non-FASE Education partners and MINEDH	Partners' discussion on planning for the reopening of schools
July 9, 2020	Senior Systems Strengthening Specialist	Provincial Bilingual Education Coordination Meeting	Updates on Vamos Ler! pivot activities and MINEDH plans for reopening schools
July 16, 2020	DCOP for Technical Management, Senior Systems Strengthening Specialist	MEPT/Light for the World Webinar on Inclusive Education	Inclusive Education in the Context of COVID-19
August 7, 2020	DCOP for Technical Management, Senior Government Relations Consultant	National Director of Primary Education, Senior technical specialist	Review draft of Vamos Ler! FY21 Annual Workplan, discuss activities including delivery of TLMs to schools
August 10, 2020	DCOP for Technical Management, Senior Systems Strengthening Specialist	Education Sector Partners Meeting	Presentation of progress made in proposal for improving learning and girls' empowerment in Mozambique, presentation of proposal for performance-based indicators, partner feedback and recommendations on draft GPE proposal

August 13, 2020	Senior Systems Strengthening Specialist	MEPT and education sector partners	Public Debt and Financing of Education in Mozambique in the Context of COVID-19
August 13, 2020	Senior Systems Strengthening Specialist	Provincial Bilingual Education Coordination Meeting	Vamos Ler!'s Virtual Professional Development Activity
September 8, 2020	Senior Program Support and Reporting Coordinator	PALOP Meeting	Webinar on preparation and management of school reopening and strategies for distance learning
September 9, 2020	DCOP for Technical Management, Senior Reading Specialist	MINEDH National Director for Primary Education	Review draft of Vamos Ler! FY21 Annual Workplan, discuss activities including delivery of TLMs to schools
September 17, 2020	Senior Systems Strengthening Specialist	Provincial Bilingual Education Coordination Meeting	Presentation of draft Vamos Ler! FY21 workplan
September 23, 2020	DCOP for Technical Management, Senior Systems Strengthening Specialist	MEPT, MINEDH, UNICEF, UNESCO, and other education sector partners	Discussion of alternative strategies and challenges involved in reopening schools in Mozambique and learning from experiences of other countries
September 29, 2020	Senior Program Support and Reporting Coordinator	PALOP Meeting	Impact of school closure on girls' education and gender relations

6.MANAGEMENT & OPERATIONS

Security

Vamos Ler!'s Security and Field Operations Coordinator monitored the whereabouts and wellbeing of all staff and provided daily COVID-19 updates to all staff, regional security personnel, and CAI HQ in Washington.

Security Vulnerability Assessments, including recommendations for security improvements, were conducted on new residences of DCOP and Finance Director. In addition, the Security and Field Operations Coordinator led in drafting the following documents:

- Crisis Response Plan, which provides guidance on how to act and proceed in crisis and/or emergency situations;
- Project Recovery Operations Plan, a step by step operational guide on the resumption of activities after the COVID-19 pandemic;
- Information Security Plan, a guide for handling and sharing sensitive program information;
- Journey Management Plan, a guide for road and air travel safety; and

- Security Plan, which also includes questions about COVID-19.

Regular reminders were shared with staff on the importance of staying at home and social distancing to the extent possible. The program continues close monitoring of the offices as well as the provincial warehouses where TLMs are being kept until they can be delivered. Two practice drills of the phone tree exercise to confirm the location and wellbeing of all staff were conducted in Q3 and Q4.

Although the security situation in the northern province of Cabo Delgado continued to deteriorate, there was no direct impact on **Vamos Ler!** staff, assets or program activities. Staff are advised to be attentive to local news reports, to avoid minimize land travel between provinces both in private vehicles or public transport, particularly in areas where attacks against civilian targets have taken place (Cabo Delgado, Manica and Sofala). There may eventually be an impact on **Vamos Ler!** operating areas if displaced people fleeing the insurgency in the north are resettled in Nampula and Zambézia.

Given the escalating number of cases of COVID-19 in the country and the end of the state of emergency in Q4, the program offices remain closed and all staff continue to work from home as of the end of FY20. While all staff continued to work from home, access to the **Vamos Ler!** offices remained restricted. Staff may request permission to go to the office from the COP and only for a specific purpose, but there can be no more than five people in the office at the same time. After each visit to the office, a full disinfection and deep cleaning is carried out.

Communications

The Communications and Events Officer continued to collect information from the technical specialists and drafted weekly news bullets which were submitted to USAID. USAID/Mozambique has featured **Vamos Ler!** on its Facebook page on several occasions in FY20, with input from the program. This includes a piece on the online supervision platform, developed in partnership with MINEDH, that allows district supervisors to gather data such as teacher attendance, student progress, and community participation using tablets.

Vamos Ler! also shared with the mission communications team the program success story that was included on the Creative Associates Headquarters website highlighting the successes of the grant program. Upon Mission request, this story was translated into Portuguese and included on the Facebook page. On September 8 World Literacy Day, the **Vamos Ler!** Senior Reading Specialist participated in a Facebook Live interview with USAID, discussing the importance of literacy in socioeconomic development and the benefits of bilingual early grade reading. Also participating in the event was a teacher from a **Vamos Ler!** school in Namacurra, Zambézia, who had started his own Youtube channel to discuss bilingual early grade reading and demonstrate the use of the **Vamos Ler!** TLMs.

Staff Actions

Table 24, FY20 Q4 Staffing Changes

VL	July	August	September
----	------	--------	-----------

	Total	Female	Male	Exits	New Hires	Total	Female	Male	Exits	New Hires	Total	Female	Male	Exits	New Hires
Maputo	25	15	10	0	0	25	15	10	0	0	23	14	9	2	0
Nampula	37	8	29	0	0	37	8	29	0	0	35	7	28	2	0
Zambézia	35	8	27	0	0	34	8	26	1	0	33	7	26	1	0
Total	97	31	66	0	0	96	31	65	1	0	91	28	63	5	0
	100%	32%	68%	0%	0%	100%	32%	68%	1%	0%	100%	31%	69%	5%	0%

The Zambézia-based School Management and Capacity Building Officer left the program in August. The Communications Officer, Senior Systems Strengthening Specialist and Decentralized System Strengthening Coordinator in Maputo, and the Community Advocacy Officer and Senior Community Mobilization Coordinator in Nampula all left on September 30th.

FY20 ended with a total of 91 staff and one vacant position for a driver in Nampula. Recruitment will be done once field activities resume. At the FY19, 35% of the staff were women and at the end of FY20, 28% are women. In the provinces, staff are predominantly male and in the Maputo office, women remain the majority.

Recruitment

Vamos Ler! is in the process of recruiting for one position, a driver in Nampula.

Key Personnel

None

International Travel

Table 22, FY20 Staff and Consultant Travel

Name of Traveler	Organization	Destination(s)	Dates of Travel	Purpose of Trip
Adam Turney	World Education International	Maputo, Nampula & Quelimane, Mozambique	September 12-October 11	Support the 2019 midline data collection
Haiyan Hua	World Education International	Maputo & Quelimane, Mozambique	October 5-19	Support the Effectiveness Evaluation (EE) midline data analysis and present to the VL team and USAID
Abdala Machude	Creative Associates International	Uttar Pradesh, India	October 22-November 1	Check and approve student book and complementary materials specifications sent to Burda Education for printing

Name of Traveler	Organization	Destination(s)	Dates of Travel	Purpose of Trip
Leesa Kaplan-Nunes	Creative Associates International	Washington DC, El Salvador	October 21- November 11	Meetings at HQ, pack out of household goods, visa renewal
Joan Cohen-Mitchell	Creative Associates International	Maputo & Nampula, Mozambique	November 11-21	Provide overall technical and management support to the COP and senior management staff during the project's period of transition
Yuri Machkasov	WEI	Quelimane, Maputo	November 11-29	Provide support on financial management and budgeting to WEI
Christine Beasley	Creative Associates International	Miami Florida	Cancelled	CIES 2020
Leesa Kaplan-Nunes	Creative Associates International	Johannesburg, SA	Feb 2-13	Visa Renewal
Leesa Kaplan-Nunes	Creative Associates International	Nelspruit, SA	March 3-4	Visa Renewal
Leesa Kaplan-Nunes	Creative Associates International	Nelspruit, SA	March 10	Visa Renewal
Leesa Kaplan-Nunes	Creative Associates International	Miami, Florida	Cancelled	CIES 2020
Leesa Kaplan-Nunes	Creative Associates International	Reston, VA	March 21- TBD	Evacuation due to COVID-19
Belmiro Magule	Creative Associates International	Nelspruit, SA	March 3-4	Accompany COP for Visa Renewal
Belmiro Magule	Creative Associates International	Nelspruit, SA	March 10	Accompany COP for Visa Renewal
Flavio Magaia	World Education Inc.	Miami, Florida	Cancelled	CIES 2020
David Noyes	World Education Inc.	Miami, Florida	Cancelled	CIES 2020
Cubillas Jose Manuel Messope	MINEDH	Miami, Florida	Cancelled	CIES 2020
Laquene Joao Laisse	MINEDH	Miami, Florida	Cancelled	CIES 2020

No staff or consultant travel took place in Q3 or Q4.

7. PLANNED ACTIVITIES FOR NEXT QUARTER

ACTIVITY	DATES
IR 1: Early Grade Reading Classroom Instruction Improved	
<i>IR 1.2 Teachers' Use of Evidence-based, Gender-responsive Instructional Practices in EGR Increased.</i>	
1.2.1 Gender-sensitive Pedagogical Capacity Building for Bilingual Education Teachers on EGR and Math (remote professional development via WhatsApp groups)	October-November

IR 1.4 Supervision and Coaching of EGR Teachers Improved	
1.4.2 Implementation of Local Education Monitoring Approach (District supervision, online platform support and LEMA integration)	October-December
IR 2: National EGR Policy Framework and Delivery Systems Improved	
IR 2.1 National mechanisms for coordinating EGR interventions strengthened	
2.1.1 Support to MINEDH on Increasing Awareness and Support for Bilingual Education	October-December

8. APPENDICES

- Success Stories
- Performance Targets and Indicators
- CRG Annexes
- TRAINET
- DEV Results